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## Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 3110  District Name: JOHNSTOWN-MILLIKEN RE-5J  School Code: 5902  School Name: MILLIKEN MIDDLE SCHOOL  Official 2014 SPF: 3 Year

### Section I:  Summary Information about the School

**Directions:**  This section summarizes your school's 2013-14 performance on the federal and state accountability measures.  In the table below, CDE has pre-populated the school's data in **blue** text.  This data shows the school's performance in meeting minimum federal and state accountability expectations.  Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

### Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/ Metrics | | 2013-14 Federal and State Expectations | | | 2013-14 School Results | | | Meets Expectations? |
|---|---|---|---|---|---|---|---|---|---|
| **Academic Achievement (Status)** | **TCAP, CoAlt, Lectura, Escritura** **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:**  %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data | | Elem | MS | HS | Elem | MS | HS | Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | R | - | 71.35% | - | - | 69.89% | - | |
| | | M | - | 51.63% | - | - | 52.19% | - | |
| | | W | - | 58.34% | - | - | 56.59% | - | |
| **Academic Growth** | **Median Growth Percentile** **Description:** Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. **Expectation:**  If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. | | Median Adequate Growth Percentile (AGP) | | | Median Growth Percentile (MGP) | | | Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | | Elem | MS | HS | Elem | MS | HS | |
| | | R | - | 28 | - | - | 49 | - | |
| | | M | - | 68 | - | - | 44 | - | |
| | | W | - | 45 | - | - | 46 | - | |
| | | ELP | - | 59 | - | - | 45 | - | |

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**Student Performance Measures for State and Federal Accountability (cont.)**

| Performance Indicators | Measures/ Metrics | 2013-14 Federal and State Expectations | 2013-14 School Results | Meets Expectations? | |
|---|---|---|---|---|---|
| **Academic Growth Gaps** | Median Growth Percentile<br>**Description:** Growth for reading, writing and math by disaggregated groups.<br>**Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45.<br>If disaggregated groups did not meet adequate growth, MGP is at or above 55. | See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient. | See your School Performance Framework for listing of median growth by each disaggregated group. | Overall Rating for Growth Gaps:<br>Approaching<br><br>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level. | |
| **Postsecondary & Workforce Readiness** | Graduation Rate<br>**Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above | Best of 4-year through 7- year Grad Rate<br>- using a - year grad rate | - | Overall Rating for Postsecondary & Workforce Readiness: - |
| | Disaggregated Graduation Rate<br>**Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate. | At 80% or above for each disaggregated group | See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs. | - | |
| | Dropout Rate<br>**Expectation:** At or below state average overall (baseline of 2009-10). | - | - | - | |
| | Mean Colorado ACT Composite Score<br>**Expectation:** At or above state average (baseline of 2009-10). | - | - | - | |

**Accountability Status and Requirements for Improvement Plan**

| **Summary of School Plan Timeline** | October 15, 2014 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
|---|---|---|
| | January 15, 2015 | The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org. |
| | April 15, 2015 | The UIP is due to CDE for public posting on April 15, 2015 through Tracker.  Some program level reviews will occur at this same time.  For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. |

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| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
|---|---|---|---|
| **State Accountability** | | | |
| Plan Type Assignment | Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness). | Performance | The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year). |
| **ESEA and Grant Accountability** | | | |
| Title I Focus School | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School | This school is not identified as a Focus School and does not need to meet those additional requirements. |
| Tiered Intervention Grant (TIG) | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE. | Not awarded a TIG Grant | This school does not receive a current TIG award and does not need to meet those additional requirements. |
| Diagnostic Review Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | Not awarded a current Diagnostic Review and Planning Grant | This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements. |
| School Improvement Support (SIS) Grant | Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan. | Not a current SIS Grantee | This school has not received a current SIS grant and does not need to meet those additional requirements. |
| Colorado Graduation Pathways Program (CGP) | The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program. | Not a CGP Funded School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

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## Section II:  Improvement Plan Information

**Additional Information about the School**

| Comprehensive Review and Selected Grant History | | |
|---|---|---|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts?  When was the grant awarded? | None |
| Diagnostic Review, School Support Team or Expedited Review | Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review?  If so, when? | No |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation?  Indicate the year and the name of the provider/tool used. | No |

| Improvement Plan Information |
|---|
| The school is submitting this improvement plan to satisfy requirements for (check all that apply): |

☐X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

| School Contact Information *(Additional contacts may be added, if needed)* | | |
|---|---|---|
| 1 | Name and Title | Ron Hruby, Principal |
| | Email | rhruby@weldre5j.k12.co.us |
| | Phone | 9705876304 |
| | Mailing Address | PO Box 339, Milliken, CO 80543 |
| 2 | Name and Title | Dr. Foster, Superintendent |
| | Email | mfoster@weldre5j.k12.co.us |
| | Phone | 9705876059 |
| | Mailing Address | 110 South Centennial Ste A, Milliken, CO 80543 |

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## Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
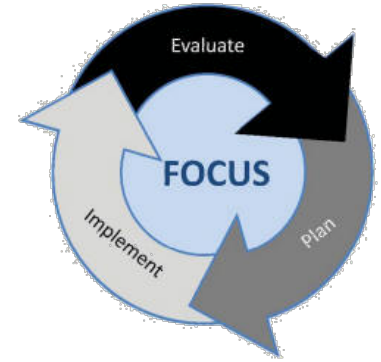
### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

### Data Narrative for School

| Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC). | Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. | Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. | Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged. |
|---|---|---|---|---|

*Narrative:*

*Narrative:*

In order to compose Milliken Middle School's data narrative, we completed the following steps: participating in UIP help sessions, gathering and organizing relevant data, identifying significant trends, establishing priority needs, determining and verifying root causes, and developing an action plan to address root causes. A description of the process in which we engaged is provided below.

• UIP Training – The principal and assistant principal attended the UIP help session (October, 2011) provided by the district facilitated by the district assessment coordinator. The contents of the training were shared with Milliken's Building Accountability Team (November 2012/January 2013) which is comprised of instructional leaders from each grade level, an instructional leader representing electives, administrators, and parents. We required no further training in 2013 or 2014.

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• Gathering and Organizing Data – Milliken Middle School's School Performance Framework, Colorado Growth Summary, and School View were sent to us by the district. In addition to the aforementioned data, the assistant principal and principal analyzed Milliken Middle School's TCAP data. The TCAP data, growth data, and academic growth gap data were heavily scrutinized as we examined cohort data, subgroup data, and standard/sub-content area data. In addition, we analyzed Acuity data and determined that student performance on Acuity as a predictor to TCAP was 80% accurate. A data packet was developed and distributed to Building Accountability Team where it was analyzed at our November meeting.

• Identifying Significant Trends – Milliken's administrative team took notes and received feedback from the Building accountability Team at the November meeting. These notes were used to discuss and analyze the data and begin discussion in reference to significant trends. The data packet that had previously been distributed served as the basis for the trend discussion. The administration came to consensus pertaining to significant trends.

• Establishing Priority Needs – Milliken's administrative team came to consensus agreeing that the priority needs for the UIP should be in the areas of Academic Growth (particularly in the area of mathematics) and Academic Growth Gaps (specifically for IEP and ELL students).

• Determining and Verifying Root Causes – Milliken's Team Leaders met in November to review the priority needs, and to identify the root causes and the improvement strategies that need to be employed to address the root causes and thus, improve student achievement and growth. Finally, data were collected to verify that each root cause was actually presented within the school.

• Developing an Action Plan – In addition to identifying root causes, Milliken's Leadership Team also discussed and developed an action plan to address the root causes. This was completed in November 2014.

**Academic Achievement Data:**
Milliken Middle School took a decline in Reading this past year, dropping from 71.74% to 69.89%. Although this is just a few percentage points, it is a decline and below state expectations. Prior to 2014, MMS consistently met state expectations for Reading. Math continues to meet expectations for Mathematics. Writing remained the same and is still below state expectations.

**Academic Growth:**
Consistently Milliken makes adequate growth in both reading and writing and has done so since 2008. Reading has been on a slow incline from 2010-2014, growing 2.14 points over the 3 years. In mathematics MMS has shown regressed growth from 2011 and 2014, dropping 8 percentile points.

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## Academic Growth Gaps:

| SUB-GROUP | READ | | | MATH | | | WRITING | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Free and Reduced | 52 | 47 | 47 | 50 | 50 | 43 | 52 | 42 | 44 |
| Minority | 53 | 48 | 47 | 50 | 49 | 43 | 49 | 44 | 44 |
| Students w/Disability | 51 | 47 | 48 | 43 | 36 | 39 | 40 | 57 | 45 |
| English Learners | 54 | 51 | 53 | 55 | 53 | 43 | 55 | 46 | 46 |
| Needing to Catch Up | 58 | 48 | 52 | 55 | 47 | 45 | 52 | 47 | 47 |

The academic growth gaps remain the same  with minor changes in each category.  We are significantly below adequate growth percentiles in all areas except Reading for ree and reduces & minority studnets.

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**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

| Performance Indicators | Targets for 2013-14 school year (Targets set in last year's plan) | Performance in 2013-14? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|---|
| Academic Achievement (Status) | Reading 74%<br>Math 55%<br>Writing 61%<br>Science 51% | Not Met<br>Not Met<br>Not Met<br>Not Met | Transition year between new and old state standards.<br><br>Loss of instructional time due to natural disaster.<br><br>6th grade students had higher percentage of students needing to catch up. |
| Academic Growth | Meet or exceed Adequate Growth Percentiles in Mathematics for 2014 | Not Met | |
| Academic Growth Gaps | In Mathematics, the Free and Reduced Lunch, Minority, ELL, and Students with Disabilities, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 3 years. | Not Met | |
| | In Writing, the Free and Reduced Lunch, Minority, ELL, & Students needing to Catch Up subgroups will all achieve adequate growth to be on grade level within 3 years. | Not Met | |
| Postsecondary & Workforce Readiness | | | |

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| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|---|---|
| Academic Achievement (Status) | **Reading**<br>Historical Achievement:<br><br>| Grade Level | 2012 TCAP PA | 2013 TCAP PA | 2014 TCAP PA |<br>|---|---|---|---|<br>| 6 | <u>73</u> | **75** | 65 |<br>| 7 | 71 | <u>69</u> | **73** |<br>| 8 | **67** | 70 | <u>65</u> |<br><br>-The percentage of 6th graders scoring proficient or advanced on the reading TCAP increased from 73% to 75% in 2013 and decreased in 2014 from 75% to 65% in 2014.<br>-The percentage of 7th graders scoring proficient or advanced on the reading TCAP decrease from 71% to 69% in 2013 and increased from 69% to 73% in 2014.<br>-The percentage of 8th graders scoring proficient or advanced on the reading TCAP increased from 67% to 70% in 2013 and decreased 70% to 65% in 2014. | 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading.<br><br>2014 6th grade class came in having a wide gap to catch up. | Advanced students have not been challenged appropriately and held to high expectations of learning.<br><br>Improper interventions were put in place for the 2014 6th grade class. |
| | **Writing**<br>Historical Achievement:<br><br>| Grade Level | 2012 TCAP PA | 2013 TCAP PA | 2014 TCAP PA |<br>|---|---|---|---|<br>| 6 | <u>59</u> | **56** | 50 |<br>| 7 | 62 | <u>61</u> | **57** |<br>| 8 | **54** | 52 | <u>55</u> |<br><br>-The percentage of 6th graders scoring proficient or advanced on the writing TCAP decreased from | MMS trend data shows a decrease in writing performance across grade levels. | Teachers were not using data targets, success criteria and formative measures consistently to assess and drive learning.<br><br>Transition to Colorado Academic Standards has not been fully implemented.<br><br>Specific classroom interventions were not identified clearly because the lack or formative measures. |

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59% to 56% in 2013 and decreased in 2014 from 56% to 50% in 2014.

-The percentage of 7th graders scoring proficient or advanced on the writing TCAP decrease from 62% to 61% in 2013 and decreased from 61% to 57% in 2014.

-The percentage of 8th graders scoring proficient or advanced on the writing TCAP decreased from 54% to 52% in 2013 and increased 52% to 55% in 2014.

| Academic Growth | **Mathematics** | Trend data show that although students are meeting Academic Achievement expectations, they are showing less than significant growth from year to year. | Lack interventions in place for students that are not showing growth. |

**Mathematics**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 52 | 69 | 47 | 66 | 44 | 68 |

From 2012 to 2014 students regressed from 54 to 44 percentile and did not achieve the adequate growth.

**English Language Proficiency**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 42 | 56 | 35 | - | 45 | 59 |

Students did not meet adequate growth in 2012.
Students did not meet adequate growth in 2014.

ELL students are not making adequate growth on the ACCESS assessment.

Proper sheltered instruction techniques are not consistently happening throughout the school.

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| Academic Growth Gaps | **FREE/REDUCED LUNCH ELIGIBLE** | We saw a significant group of students drop a proficiency level | Transitioning to a new textbook that better meets the needs of the Colorado Academic Standards, left a gap in learning for some students. |

**FREE/REDUCED LUNCH ELIGIBLE**

**Mathematics**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 50 | 77 | 50 | 77 | 43 | 78 |

**From 2012 to 2013 we remain the same but decrease 7 percentile points from 2013-14**

**Writing**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 52 | 59 | 42 | 56 | 44 | 57 |

**From 2012 to 2013 we have decreased 10 percentile points in writing but gained 2 points in 2014.**

Writing interventions and sheltered instruction has not been consistently applied to daily lessons.

**MINORITY STUDENTS**

**Mathematics**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 50 | 80 | 49 | 74 | 43 | 78 |

From 2012-2014 minority students have decreased in their growth percentiles & overall percentile points.

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**Writing**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 49 | 62 | 44 | 54 | 44 | 57 |

From 2012-2014 we have decreased 5 percentile points.

**STUDENTS WITH DISABILITIES**

**Reading**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 51 | 81 | 47 | 83 | 48 | 81 |

From 2012 - 2014 students with disabilities Have remained fairly consistent in their growth percentile. We are not growing at a rate to meet adequate growth goals.

**Mathematics**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 43 | 97 | 36 | 98 | 39 | 98 |

From 2012 - 2014 students with disabilities Have remained fairly consistent in their growth percentile. We are not growing at a rate to meet adequate growth goals.

Lack of targeted interventions for students with disabilities and ELL students.

Training

Structured time for resource teachers to assist, plan and collaborate with teachers.

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**ELL**

**Reading**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 54 | 57 | 51 | 66 | 53 | 65 |

ELL Reading Scores have remained consistent between 2012 and 2014.

**Math**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 50 | | 53 | 50 | 43 | 92 |

**Writing**

| 2012 | | 2013 | | 2014 | |
|---|---|---|---|---|---|
| Observed Growth | Adequate Growth | Observed Growth | Adequate Growth | Observed Growth | Adequate Growth |
| 54 | | 46 | 54 | 46 | 78 |

| Postsecondary & Workforce Readiness | | | |
|---|---|---|---|

**Worksheet #2:  Data Analysis**

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**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

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## Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### School Target Setting Form
**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
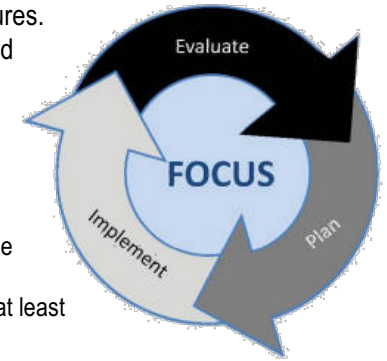
*Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:* During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

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**School Target Setting Form**

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2014-15 | Major Improvement Strategy |
|---|---|---|---|---|---|---|---|
| | | | | 2014-15 | 2015-16 | | |
| Academic Achievement (Status) | TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures | R | 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | 5% increase in advanced scores on Acuity in January testing from Fall testing. | Gifted students will take a class in the fall to address their learning needs. |
| | | M | 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in rmathematics. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | 5% increase in advanced scores on Acuity in January testing from Fall testing. | Gifted students will take a class in the fall to address their learning needs. |
| | | W | 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | Increase the number of students scoring Advanced or the Top Level by 5% from last year. | 5% increase in advanced scores on Acuity in January testing from Fall testing. | Gifted students will take a class in the fall to address their learning needs. |
| | | | MMS trend data shows a decrease in writing performance across grade levels. | Meet or exceed state expectations for Writing. | Meet or exceed state expectations for Writing. | Increase performance on classroom assessments. | Teachers collaboratively plan and use data targets, success criteria and formative measures daily to assess and drive learning.<br><br>Fully implement the Colorado Academic |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | Standards.<br><br>Use formative measures to clearly identify interventions needed for students. |
| | | S | | | | | |
| Academic Growth | Median Growth Percentile (TCAP & ACCESS), local measures | R | | | | | |
| | | M | Trend data show that although students are meeting Academic Achievement expectations, they are showing less than significant growth from year to year. | Meet or exceed state expectations for growth in Mathematics. | Meet or exceed state expectations for growth in Mathematics. | See a 20-percentile growth on Acuity form Fall to January testing. | Interventionist hired and students attend math intervention if scores are not improving form year to year. |
| | | W | | | | | |
| | | ELP | ELL students are not making adequate growth on the ACCESS assessment. | Meet or exceed state expectations for growth on the ACCESS test. | Meet or exceed state expectations for growth on the ACCESS test. | See a 20-percentile growth on Acuity form Fall to January testing. | ELL Teacher will collaborate with staff members to imbed Sheltered instruction into lesson planning and implementation. |
| Academic Growth Gaps | Median Growth Percentile, local measures | R | Lack of targeted interventions for students with disabilities and ELL students. | Meet or exceed state expectations for growth in Reading. | Meet or exceed state expectations for growth in Reading. | See a 20-percentile growth on Acuity form Fall to January testing. | Structured time for resource teachers to assist, plan and collaborate with teachers. |
| | | M | We saw a significant group of students drop a proficiency level | Meet or exceed state expectations for growth in Mathematics. | Meet or exceed state expectations for growth in Mathematics. | See a 20-percentile growth on Acuity form Fall to January testing. | Transitioning to a new textbook that better meets the needs of the Colorado Academic Standards left a |

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| | | | | | | | gap in learning for some students. |
|---|---|---|---|---|---|---|---|
| | | | Lack of targeted interventions for students with disabilities and ELL students. | | | | Structured time for resource teachers to assist, plan and collaborate with teachers. |
| | | W | We saw a significant group of students drop a proficiency level<br><br>Lack of targeted interventions for students with disabilities and ELL students. | Meet or exceed state expectations for growth in Writing. | Meet or exceed state expectations for growth in Writing. | See a 20-percentile growth on Acuity form Fall to January testing. | Writing interventions and sheltered instruction has not been consistently applied to daily lessons.<br><br>Structured time for resource teachers to assist, plan and collaborate with teachers. |
| Postsecondary & Workforce Readiness | Graduation Rate | | | | | | |
| | Disaggregated Grad Rate | | | | | | |
| | Dropout Rate | | | | | | |
| | Mean CO ACT | | | | | | |
| | Other PWR Measures | | | | | | |

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**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Gifted students will take a class in the fall to address their learning needs.

**Root Cause(s) Addressed:** 2013 to 2014 data shows that many of our Advanced students have dropped a proficiency level in reading and Mathematics.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline 2014-15 | Timeline 2015-16 | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| Class was created, teacher was trained in gifted instruction and students participated in course work to increase their skills. | Implemented | | Teacher Principal GT Coordinator | Allocation .5 teacher | Fall and Winter Acuity results should show students at Advanced level or progressing toward that level | IP |
| | | | | | | |
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| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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**Major Improvement Strategy #2:** Teachers collaboratively plan and use data targets, success criteria and formative measures daily to assess and drive learning.

**Root Cause(s) Addressed:** MMS trend data shows a decrease in writing performance across grade levels.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | | | | |
| Staff development training on the steps of Formative Assessment, which includes data targets, success criteria and formative measures | Training Throughout the school year | Full implementation | Principal Teachers | Books for book study Release Time for Training | | IP |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* Note:  These two columns are not required to meet state or federal accountability requirements, though completion is encouraged.  "Status of Action Step" may be required for certain grants.

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**Major Improvement Strategy #3:** Structured time for resource teachers to assist, plan and collaborate with teachers.

**Root Cause(s) Addressed:** Lack of targeted interventions for students with disabilities and ELL students.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | | | | |
| Release time to plan instruction with structured interventions built into original lessons | Planning Implementation Feedback | Implementation Feedback Revisions | Resource teachers ELL teachers Teachers Principal | Release time | See a 20-percentile growth on Acuity form Fall to January testing. | IP |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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## Section V:  Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
• Additional Requirements for Turnaround Status Under State Accountability (Required)
• Tiered Intervention Grantee (TIG) (Required)
• Title I Schools Operating a Schoolwide Program (Optional)

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