

MILLIKEN MIDDLE SCHOOL UIP 2016-17

District: **JOHNSTOWN-MILLIKEN RE-5J** | Org ID: **3110** | School ID: **5902** |
Framework: **Improvement Plan: Low Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Low Mean Scale Score in ELA/MATH/SCI

Description: 2015 PARCC data shows that Milliken Middle School falls below the required Mean Scale Scores in ELA, Math and Science.

Name: Low Median Growth Percentile in ELA

Description: 2015 PARCC data shows that Milliken Middle School's ELA Median Growth Percentile falls below expectations.

Name: Less than 95% Participation

Description: Milliken Middle School had 91% of students participate on the PARCC ELA test, 92.3% participate on the PARCC Math test, and 88.2% of students participated on the CMAS Science test.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Low Level Classroom Instruction

Description: Students are being taught at lower levels of instruction too often during daily classroom lessons. Most classroom instruction tends to be teacher focused rather than student focused. The trend is to focus on product scored by percentage points versus assessing students performance by "evidence of learning" using performance indicators.

Name: Inconsistent Use of Formative Assessment and Data Analysis

Description: MMS is in the beginning stages of using common formative assessments and data analysis based upon assessment data throughout the classrooms. Although, there are pockets of staff members using these strategies, it is inconsistent throughout the school.

Name: Less than 95% Participation on CMAS/PARCC

Description: A pocket of the Milliken Middle School community chooses to have their children opt out of CMAS/PARCC testing. This is in part to negative PR within the community and a lack of unified PR from MMS.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Depth and Complexity Training and Implementation

Description: Internal Trainers in Depth and Complexity will provide professional development and coaching to staff as they implement Depth and Complexity strategies in their classrooms.

Name: Formative Evaluation

Description: A Formative Assessment Process will be used with staff to conduct evaluations. Feedback and data analysis will lead to coaching, interventions, goal setting, and improved instructional practices.

Name: Common Formal Formative Assessments

Description: Complete the development of common formal formatives that progress to summative assessments

Name: Data Analysis of Formal Formative Assessments

Description: Teachers meet consistency and analyze student work to determine learning gaps, instruction improvements, and guide next instruction. Students consistently analyze their own formative assessment data and develop personal learning goal, improvement strategies, and guide next steps in learning.

Name: Increase percentage of students participating in the PARCC/CMAS assessments

Description: Parents and students understand the purpose of taking the CMAS/PARCC assessments and find value in the results.

Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

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 school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an 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/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)

School Improvement Support Grant

Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Milliken Middle School is a public middle school in Weld County RE5J school district. We have 3 elementary schools that feed into MMS and we are the only non-charter middle school in the district. We service approximately 700 students 6-8 grades.

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) provided by the district facilitated by the district assessment coordinator. The contents of the training were shared with Milliken's Building Accountability Team (November/January) which is comprised of instructional leaders from each grade level, an instructional leader representing electives, administrators, and parents. We required no further training.*

- 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*

CMAS/PARCC data and prior TCAP data. The CMAS/PARCC data and prior 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 PARCC 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 December 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). These goals are continued from previous years.*
- 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/December.*

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *Mathematics: Students will score at or above the state averages in mathematics*

Performance: *This goal was not met as an entire school. 6th and 7th grade were below the state average. Met/Exceeded: 6th MMS-16%, State - 31%. 7th MMS-17%, State 26%. 8th grade was equal to the state. Met/Exceeded: 8th MMS-22%, State 22%.*

Academic Achievement (Status) Reflection

The goals that were written, for the 2015-2016 school year were not adequate to meet the school's perforate requirements. Further analysis must be conducted.

Performance Indicator: Academic Growth

Prior Year Target: Meet or exceed state expectations for growth in Mathematics.

Performance: We did not meet this goal. To meet expectations MMS needed to be at a percentile of 50, we scored 49.5.

Academic Growth Reflection

Performance Indicator: Disaggregated Achievement

Prior Year Target: In Reading/Writing and Mathematics: Increase the number of students scoring Advanced or the Top Level by 5% from last year.

Performance: This goal was not met. The percentage of Gifted students remained the same as the previous year (1-2%).

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

Prior Year Target: Meet or exceed state expectations for growth on the ACCESS test.

Performance: Met: MMS ELP Median Growth percentile was 51.5, the cut score is between the 50th and 65th percentile.

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

*Milliken Middle School has to improve in achievement in Mathematics, English Language Arts, and Science.
Our Mean scale scores are:*

ELA 733 needing to get to a cut score of 740.1 or higher
 Math 725 needing to get to a cut score of 731.2 or higher
 Science 582.9 meeting to get to a cut score of 591.4 or higher

In addition each of our disaggregated group (English learners, Free/Reduced-Price Lunch Eligible, Minority, and Students with Disabilities) has to improve in achievement to meet cut score expectations.

Group	ELACut Score	ELA Expected Cut Score	Math Cut Score	Math Expected Cut Score	Science Cut Score	Science Expected Cut Score
ELL	725.7	740.1	718	731.2	541.7	591.4
Free/Reduced	721.2	740.1	714.8	731.2	547.2	591.4
Minority	726.4	740.1	717.1	731.2	560.7	591.4
Students w/Disabilities	698.8	740.1	698.5	731.2	480.8	591.4

Milliken Middle School can achieve the achievement cut scores if we improve upon our academic growth in ELA and Math.

Our Median Growth Percentiles are:

ELA 38 needing to be at 50 or higher
 Math 49.5 needing to be at 50 or higher

In addition each of our dissagragated groups need to grow to meet the growth percentile expectations.

Group	ELA Growth Percentile	ELA Expected Growth Percentile	Math Growth Percentile	Math Expected Growth Percentile		
Free/Reduced	31	50	48	50		
Minority	42.5	50	47.5	50		
Students w/Disabilities	30	50	35	50		

All of this is attainable with analysis of performance, focus on instructional strategies that promote achievement, and interventions as needed.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



Milliken Middle School Students have been on a slight decline in reading on TCAP/PARCC between 2012 and 2015 (2012=69% P&A; 2014=67.61% P&A). On PARCC in 2015, MMS performed at a 733 cut score showing further decline.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Milliken Middle School Students have been on a slight decline in Math on TCAP/PARCC between 2012 and 2015 (2012= 52% P&A; 2014=50.74% P&A). On PARCC in 2015, MMS performed at a 725 cut score showing further decline.

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Milliken Middle School Academic Growth in ELA is on an decline between 2012 and 2016 (2012=50 percentile; 2015=38 percentile)

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Milliken Middle School English Language Proficiency (measured through CELA/ACCESS) is on an increase between 2012 and 2015 (2012= 38 percentile; 2015=51.5 percentile)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **English Language Development and Attainment***



Milliken Middle School Free and Reduced Lunch, Minority, and Students with Disabilities students are on a decline in ELA between 2012 and 2015.(F&R: 2012=47; 2015=38. Minority: 2012=48; 2015=42.5. SwD: 2012=40; 2015=30)

*Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Milliken Middle School Free and Reduced Lunch and Minority students are on an increase in Math between 2012 and 2015.(F&R: 2012=42; 2015=48. 2012=43; 2015=47.5)

Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth**

Additional Trend Information:

PARCC COHORT 2014-2015
 ELA-Achievment
 Percent Met/Exceeds

	2014	2015
6th	40	-
7th	35	32
8th	35	39

PARCC COHORT 2014-2015
 Math-Achievment
 Percent Met/Exceeds

	2014	2015
6th	20	-
7th	12	17
8th	26	22

Between the 6th grade PARCC and the 7th grade PARCC there is a decline in performance with the same cohort of students from 2014-2015.

Priority Performance Challenges and Root Cause Analysis

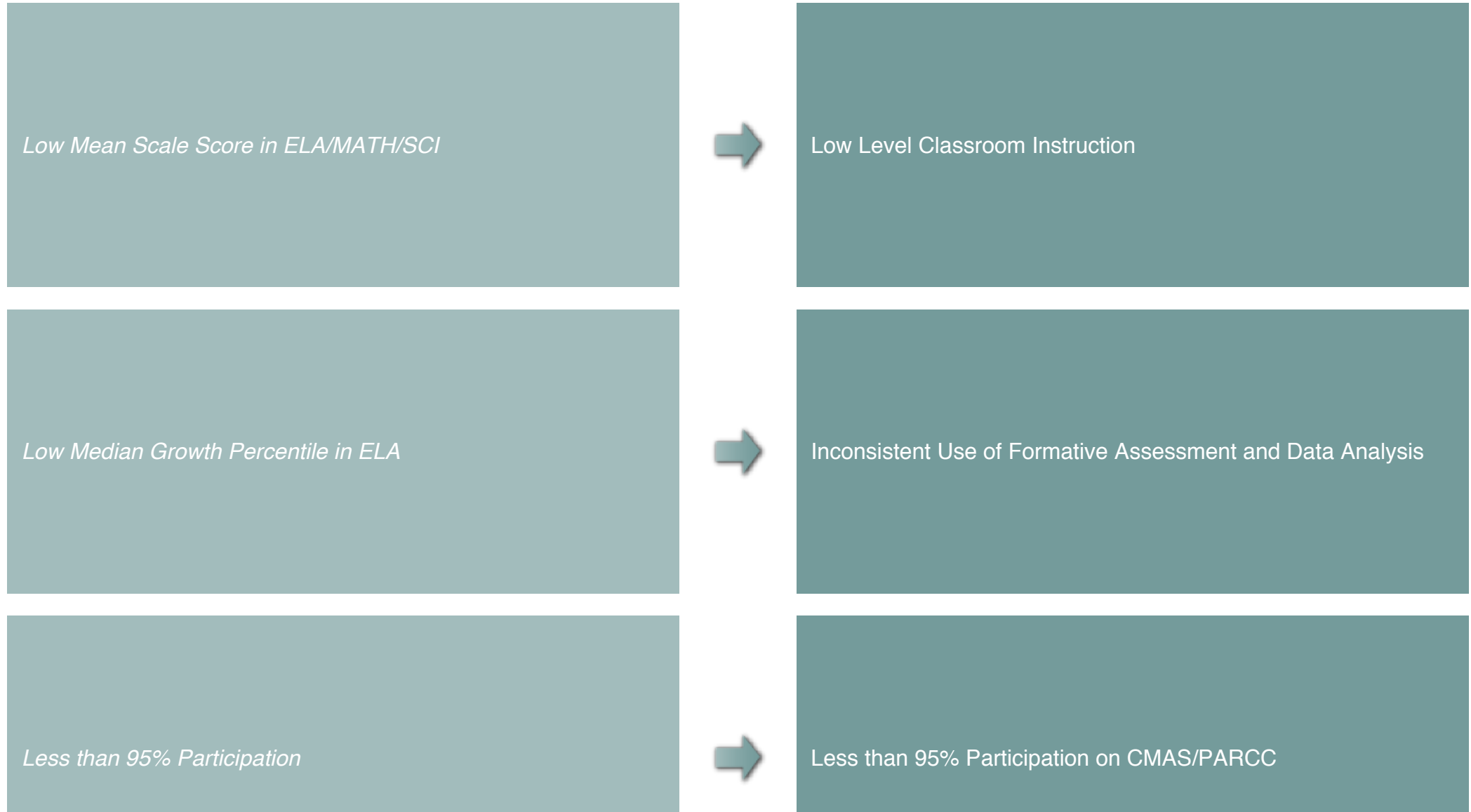
Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority 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: Identify at least one root cause for every priority

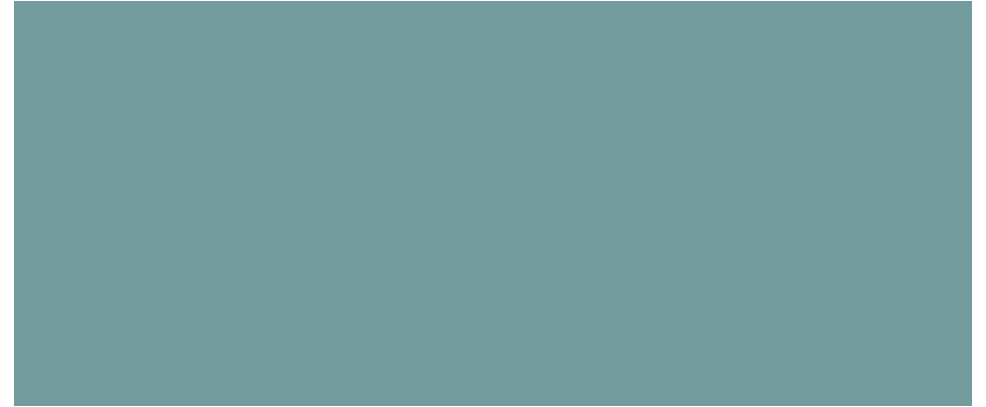
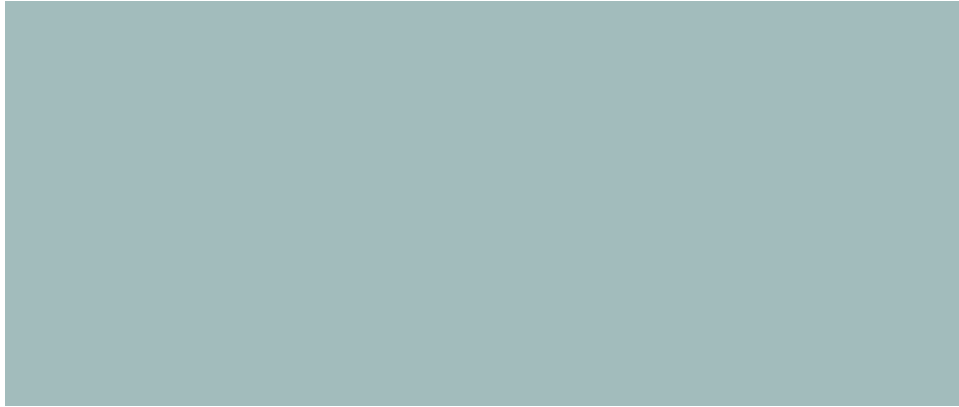
performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

If MMS address each of these challenges and meet expectations, the results would demonstrate Milliken Middle School is a performance school. These results would also demonstrate that students are achieving and meeting grade level performance expectations.

A higher percentage of participation rate would result in improved performance due to the fact that many students that have opted out are students that are higher achievers. Their scores would give us a more accurate account of our overall performance.

Provide a rationale for how these Root Causes were selected and verified:

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Low Mean Scale Score in ELA/MATH/SCI

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Milliken Middle School will obtain a 740.1 average cut score or higher on the PARCC ELA exam.
	2017-2018:	Milliken Middle School will obtain a 750 average cut score or higher on the PARCC ELA exam.
Interim Measures for 2016-2017:		Fall and Winter Acuity Assessment scores.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
		Milliken Middle School students will obtain a 731.2 average cut score or higher on the

Annual Performance Targets	2016-2017:	PARCC Math exam.
	2017-2018:	Milliken Middle School students will obtain a 740 average cut score or higher on the PARCC Math exam.
Interim Measures for 2016-2017:		Fall and Winter Acuity Assessment

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		S
Annual Performance Targets	2016-2017:	Milliken Middle School students will obtain a 591.4 average cut score or higher on the CMAS Science exam.
	2017-2018:	Milliken Middle School students will obtain a 600 average cut score or higher on the PARCC Math exam.
Interim Measures for 2016-2017:		Classroom Assessments

Priority Performance Challenge : Low Median Growth Percentile in ELA

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	Milliken Middle School students will reach the 50 Median Growth Percentile on the PARCC ELA exam.
	2017-2018:	Milliken Middle School students will reach the 55 Median Growth Percentile on the PARCC ELA exam.
Interim Measures for 2016-2017:		Fall and Spring Acuity Assessment

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	Milliken Middle School students will reach the 55 Median Growth Percentile on the PARCC Math exam.
	2017-2018:	Milliken Middle School students will reach the 60 Median Growth Percentile on the PARCC ELA exam.
Interim Measures for 2016-2017:		Fall and Spring Acuity Assessment

Priority Performance Challenge : Less than 95% Participation

Performance Indicator:		Other
Measures / Metrics:		
Annual Performance Targets	2016-2017:	Milliken Middle School will have a 95% or higher participation rate on all CMAS/PARCC assessments .
	2017-2018:	Milliken Middle School will have a 95% or higher participation rate on all CMAS/PARCC assessments .
Interim Measures for 2016-2017:		

Planning Form

Major Improvement Strategy Name:

Depth and Complexity Training and Implementation

Major Improvement Strategy Description:

Internal Trainers in Depth and Complexity will provide professional development and coaching to staff as they implement Depth and Complexity strategies in their classrooms.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Train Trainers in Depth and Complexity	Train Trainers in Depth and Complexity	01/09/2017 07/31/2017	Professional development Budget	Teacher Leaders/Admin	Not Started	This School Year
Conduct Full Staff Professional Development	Train staff in Depth and Complexity	08/11/2017 12/15/2017		Admin/Trainers/Staff	Not Started	Next School Year
Coach Staff during Implementation	Trainers and Admin observe teachers as the teach Depth and Complexity and provide coaching	01/05/2018 05/18/2018	District release Time	Admin/Trainers/Staff	Not Started	Next School Year

Implementation Benchmark Associated with MIS

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Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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Major Improvement Strategy Name:

Formative Evaluation

Major Improvement Strategy Description:

A Formative Assessment Process will be used with staff to conduct evaluations. Feedback and data analysis will lead to coaching, interventions, goal setting, and improved instructional practices.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Research and Plan Research and Plan Development	Principal will research a formative evaluation process and create a process	01/02/2017 07/31/2017	Research know practices and procedures.	Principal	Not Started	This School Year
Train staff in Formative Evaluation Process	Review the process with the MMS staff	08/11/2017 08/18/2017		Principal/Staff	Not Started	Next School Year
Implement Formative Evaluation	Use and implementation	08/18/2017 05/25/2018		Principal/Staff	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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Major Improvement Strategy Name:

Common Formal Formative Assessments

Major Improvement Strategy Description:

Complete the development of common formal formatives that progress to summative assessments

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Complete Common Formative Assessments	Complete Common Formative Assessments	01/06/2017 08/04/2017		Staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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Major Improvement Strategy Name: Data Analysis of Formal Formative Assessments

Major Improvement Strategy Description:

Teachers meet consistency and analyze student work to determine learning gaps, instruction improvements, and guide next instruction. Students consistently analyze their own formative assessment data and develop personal learning goal, improvement strategies, and guide next steps in learning.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Data Meetings	Teachers participate in consistent data meetings to analyze formative assessment data	01/06/2017 05/18/2018	Time	Teachers/Admin	In Progress	This School Year
Student Data Trackers	Students track their data and set learning goals based upon it.	01/06/2017 05/18/2018		Teachers/Students	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year

Major Improvement Strategy

Name:

Increase percentage of students participating in the PARCC/CMAS assessments

Major Improvement Strategy
Description:

Parents and students understand the purpose of taking the CMAS/PARCC assessments and find value in the results.

Associated Root Causes:

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Conduct Meetings with Parent Groups	Town hall or small group meetings	01/06/2017 04/07/2017		Admin/Staff/Parents	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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Addenda

Attachments List

