

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

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 6160 School Name: MRACHEK 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?	
		Elem	MS	HS	Elem	MS	HS		
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 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.35%	-	-	44.83%	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	33.5%	-	
		W	-	58.34%	-	-	36.79%	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	50	-	-	41	-	
		M	-	81	-	-	40	-	
		W	-	68	-	-	46	-	
ELP	-	53	-	-	48	-			

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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	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	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, and 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.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	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.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

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 UIP is due to CDE for review on January 15, 2015 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	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/uiip/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).	Priority Improvement - Entering Year 1 as of July 1, 2015	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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?	
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?	
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.	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (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: _____

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Edward W. Snyder, Principal
	Email	ewsnyder@aps.k12.co.us
	Phone	303 750-2836
	Mailing Address	1955 S. Telluride St. Aurora, CO 80013
2	Name and Title	Dr. Elnora Buzek, Assistant Principal
	Email	esbuzek@aps.k12.co.us
	Phone	303 750-2836
	Mailing Address	1955 S. Telluride St. Aurora, CO 80013

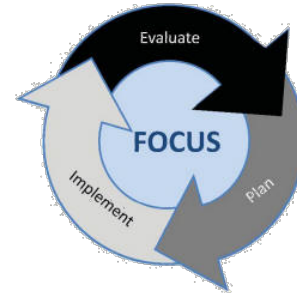
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3	Name and Title	Colin Hynes, Assistant Principal
	Email	cahynes@aps.k12.co.us
	Phone	303-750-2836
	Mailing Address	1955 S. Telluride St, Aurora, CO 80013

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

<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Narrative:**Description of School Setting and Process for Data Analysis**

School Setting: Mrachek Middle School is a large, 909 student population middle school that serves students in grades 6-8. Mrachek serves a diverse student population that is comprised of approximately, 1% Native American, 4% Asian, 25.4% Black, 46.6% Hispanic, 18.4% White, and 4.5% Two or More Ethnicity. Approximately 22% of Mrachek students are classified as language learners and are placed in our ELD block for language acquisition support. In addition the students that attend Mrachek are impacted by approximately 72% of our students qualifying for free and reduced lunch. In addition 12.5% of our students receive special education services and are on an IEP, and 3% of our students are identified Gifted/Talented. We offer our students several specialized programs to support learning and academic achievement; we are a STEM Pathway school offering 350 students access to a science, technology, engineering focus. Also, students have access to two college preparatory programs that serve approximately 100 students annually.

Process for Data Analyses: Beginning on August 1, 2014- Whole staff meeting, we began to break down and analyze the 2014 TCAP data. Our initial meeting we began to analyze significant trends in our data by grade level and content areas. We continued this process for whole staff at meetings on August 13 and 20, 2014. In addition to our whole staff meetings, the Mrachek Equity and Learning Leadership Team analyzed the TCAP data for significant trends and root causes in our data beginning on August 12, 2014 and continuing an analyses process for the next five weeks during our ELT meetings on August 19, 26, and September 9, and 16, 2014. During this process the ELT conducted a root cause process and conversation then went to grade level /content teams for feedback and reflection on **three** separate meetings and returned to the leadership meetings with staff feedback. In addition all stakeholders, from each grade level, Special Education, ELA (English Language Acquisition) Teacher Partner, Administrators and district administrator collaboratively considered three years of data related to academic performance trends. During weekly professional development meetings. The Mrachek Parent Accountability Team met on three separate occasions formally to analyze the School Performance Framework (SPF) and provide feedback regarding our data trend analyses and root causes on September 4, 12, and October 17, 2014. We utilized our trend analysis data and priority challenges to determine the root causes of our performance challenges. Decisions were reached by the Equity and Learning Leadership Team (ELT) leading a process for whole staff that alternated between staff input and ELT analyses of staff question/ concerns. Following several opportunities for whole staff input, final decisions were reached with input from all stakeholders on October 22, 2014. Parents that are members of the Mrachek School Accountability Committee and parents at a general all-school meeting received a comprehensive overview of the School Performance Framework (SPF), and TCAP/CSAP Three Year Trend data for Mrachek students. Parents also provided the administration with specific strategies to be included in the Unified Improvement Plan with the goal of helping their child at home and at school. The team examined, analyzed, and wrote statements based on our data mentioned above to determine trends we see: where we are making growth and where we are most struggling. The lacking performance evaluation was verified through walkthroughs, climate surveys, and formative assessments such as classroom observations, retrospective miscue analyses data, and monitoring notes. General findings from the data review are presented below. The Equity and Learning Leadership Team will continue to lead the process of school improvement and build staff capacity for UIP implementation.

Review of Current Performance

Through careful review of our 2014 School Performance Framework, Mrachek **did not meet** state expectations in reading with 44.83% of students scoring proficient /advanced on TCAP, **did not meet** state expectations in writing with 36.79% of students scoring proficient/advanced, and **is approaching** state expectations in mathematics with 33.5% scoring proficient /advanced on TCAP. Mrachek is **approaching state expectations** with students with disabilities in Academic Growth Gaps: (40th median percentile in reading) and (40th median percentile in writing). We **did not meet state expectations** for students with disabilities (32nd median percentile in mathematics). In addition, Mrachek **is approaching state expectations** for English Language Learners (45th median percentile in reading), (53rd median percentile in writing), and (42nd median percentile in mathematics).

On Which performance indicators is our school trending positively?

All of our sub group populations are experiencing higher growth rates than our non identified special populations in all content areas except for students with disabilities in mathematics.

TCAP Writing	Reading	Writing	Math
Minority	40 th /38 th	43 rd /40 th	38 th /33 rd
IEP	42 nd /39 th	43 rd /42 nd	33 rd /36 th
ELL	44 th /38 th	50 th /38 th	39 th /35 th
FRL	40/39	44/39	37/36

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- ▶ Our reading scores increased by 9% in grade seven.

TCAP Reading	2012	2013	2014
7th	46	37	46

- ▶ Our FEP students consistently outperform our Native English Speakers in Reading, (67% FEP/42% Native in2014), Writing (57%% FEP /31% Native in2014, Mathematics, (50% FEP/30% Native in 2014.

On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?
Academic Achievement:

TCAP Reading	2012	2013	2014
6th	48	58	47
7th	46	37	46
8th	47	37	33

▶ Over three years our percentage of proficient and advanced students in reading has decreased in grades six and eight and is flat in grade seven.

▶ **Growth Summary:**

▶ Accelerated growth rates are needed to raise proficiency levels in all content areas and all grade levels to bring the catch up students to a proficient or advanced level in 3 years or by the 10th grade. The Median Adequate Growth Percentiles needed are as follows: Reading 52, Mathematics 83, and Writing 68.

Our median growth rates for the past 3 years fall well below these targets:

	2012	2013	2014
Reading	43	40	40
Writing	46	48	42
Math	37	46	36

Compared to students across the state we are well below the state average in the areas of:

	6 th % P/A	7 th % P/A	8 th % P/A
	School/State	School/State	School/State
Reading	47% / 71.5%	46% / 68.7%	33% / 66.4%
Writing	42% / 56.7%	44% / 60.9%	32% / 56.2%
Math	44% / 61.1%	30% / 54.6%	32% / 52.4%

What performance challenges are the highest priorities for our school?

Based on our data analyses of all content areas on TCAP and additional interim assessment data, we have identified the need to improve academic achievement in mathematics and Reading in all grade levels, as the highest priorities. We noticed that our students are losing proficiency in mathematics over the last three years. Specifically our students making proficiency from previous years are slipping into the partial proficient range. Our achievement data is relatively flat in Reading and Writing. The magnitude of our performance challenges are as follows: **Proficiency of African American students is persistently lower than white students in all content areas. Growth in the area of math across all grade levels and all subgroups is of great concern. Another priority to focus our efforts on is closing the growth gaps for our students scoring unsatisfactory and partially proficient in all content areas.**

Root Cause Analysis: Why do we think our school's performance is what it is?

The Mrachek Equity in Leadership team, as well as teacher content groups and whole staff, with input from our school parent accountability group analyzed our TCAP data, as well as district Acuity assessments data to identify significant root causes within the control of our school. Our analysis led to identify the following root causes:

- ▶ Teachers are not consistently using formative data to determine individual needs of students by standard. (Lack of common assessment developed at all grade levels in Math, Literacy & Science.)
- ▶ Collaborative structures do not support alignment of curriculum and instruction (Across all grade levels and content areas.)
- ▶ Professional Learning does not support the monitoring of professional learning implementation to ensure that teachers are accountable for change in practice.

Verification of Root Cause: What evidence do you have for your conclusions?

Our evidence is based on our understandings of best practices within the Standards Based Teaching Learning Cycle, our overall data trends over the past three years, and collected evidence of vertical implementation across grade levels and content areas. The evidence for our conclusions are as follows: By collecting and analyzing monitoring information on teacher practice in relation to the use and application of the teacher-learning cycle, collecting survey data from all teaching staff regarding current practice regarding the understanding and application of teacher learning cycle, as well as climate survey data and drilling down to the deepest causes of why, all stakeholders identified the above stated root causes.

The Improvement plan type is a transformation model/other strategy.

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 Proficiency Overall – 42% P/A – Goal 57% P/A • Grade 6- 47% P/A- Goal 64% • Grade 7- 46% P/A- Goal 64% • Grade 8- 33% P/A- Goal 54% Writing Proficiency Overall – 31% P/A - Goal 48% P/A • Grade 6- 26% P/A- Goal 50% • Grade 7- 39% P/A- Goal 50% • Grade 8- 30% P/A- Goal 52%	Target not met, Reading Proficiency 15% below established goal. Target not met, Writing Proficiency 17% below established goal.	School did not meet established goal in academic achievement in all content areas due to inconsistencies between grade levels and teacher practice with regards to progress monitoring individual students inclusive of gap analysis and providing necessary instruction to close gaps.
	Math Overall Proficiency – 30% P/A - Goal 50% P/A • Grade 6- 35% P/A- Goal 51% • Grade 7- 26% P/A- Goal 51% • Grade 8- 29% P/A- Goal 40%	Target not met, Math proficiency 20% below established goal.	
	Reading – 40 th Percentile – Goal 60 th Percentile to meet adequate growth . Writing – 42 nd Percentile – Goal 65 th Percentile to meet adequate growth Math – 36 th Percentile – Goal 60 th Percentile to meet adequate growth	Target not met, Reading growth goal 20 th percentile below established goal. Target not met, Writing growth goal 23 rd percentile below established goal. Target not met, Math growth goal 24 th percentile below established goal.	
ACADEMIC GROWTH GAPS • IEP – 42 nd Percentile – Goal 91 st Percentile to meet adequate growth .	Target not met, Reading growth goal 18 percentile below established goal.	School did not meet established goal in academic growth gaps in all content areas due to inconsistencies between grade levels and teacher	

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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.
	<ul style="list-style-type: none"> • FRL – 40th Percentile – Goal 57th Percentile to meet adequate growth. • ELL- 44th Percentile – Goal 55th Percentile to meet adequate growth. • Minority- 40th Percentile – Goal 54th Percentile to meet adequate growth • Students needing to catch up – 42nd Percentile – Goal 71st Percentile to meet adequate growth <p>WRITING</p> <ul style="list-style-type: none"> • IEP – 43rd Percentile – Goal 66th Percentile to meet adequate growth. • FRL – 44th Percentile – Goal 72nd Percentile to meet adequate growth. • ELL- 50th Percentile – Goal 70th Percentile to meet adequate growth. • Minority- 43rd Percentile – Goal 70th Percentile to meet adequate growth • Students needing to catch up – 48th Percentile – Goal 83rd Percentile to meet adequate growth 	<p>Target not met, Reading growth goal 20 percentile below established goal.</p> <p>Target not met, Reading growth goal 16 percentile below established goal.</p> <p>Target not met, Reading growth goal 20 percentile below established goal.</p> <p>Target not met, Reading growth goal 18 percentile below established goal.</p> <p>Target not met, Writing growth goal 22 percentile below established goal.</p> <p>Target not met, Writing growth goal 21 percentile below established goal.</p> <p>Target not met, Writing growth goal 15 percentile below established goal.</p> <p>Target not met, Writing growth goal 22 percentile below established goal.</p> <p>Target not met, Writing growth goal 17 percentile below established goal.</p>	<p>practice with regard to progress monitoring of individual students inclusive of gap analysis and providing necessary instruction to close gaps.</p>

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.
	<p>MATH</p> <ul style="list-style-type: none"> • IEP – 33rd Percentile – Goal 99th Percentile to meet adequate growth. • FRL – 37th Percentile – Goal 87th Percentile to meet adequate growth. • ELL- 39th Percentile – Goal 85th Percentile to meet adequate growth. • Minority- 43rd Percentile – Goal 70th Percentile to meet adequate growth • Students needing to catch up – 39th Percentile – Goal 96th Percentile to meet adequate growth 	<p>Target not met, Math growth goal 27 percentile below established goal.</p> <p>Target not met, Math growth goal 23 percentile below established goal.</p> <p>Target not met, Math growth goal 21 percentile below established goal.</p> <p>Target not met, Math growth goal 17percentile below established goal.</p> <p>Target not met, Writing growth goal 21 percentile below established goal.</p>	
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

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.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<ul style="list-style-type: none"> ➤ Reading <u>Over three years:</u> <ul style="list-style-type: none"> • The percent of students proficient in reading decreased by 1% in 6th grade. (47% P/A) • The percent of students proficient in reading had a 0% change in 7th grade. (46% P/A) • The percent of students proficient in reading decreased by 14% in 8th grade. (33% P/A) • Overall the percent of students proficient in reading decreased by 5%. (42% P/A) ➤ Writing <u>Over three years:</u> <ul style="list-style-type: none"> • The percent of students proficient in writing decreased by 8% in 6th grade. (26%) • The percent of students proficient in writing had a 0% change in 7th grade. (39% P/A) • The percent of students proficient in writing decreased 6% in 8th grade. (30% P/A) • Overall the percent of students proficient in writing decreased by 5%. (31% P/A) ➤ Math <u>Over three years:</u> <ul style="list-style-type: none"> • The percent of students proficient in math decreased by 1% in 6th grade. (35% P/A) • The percent of students proficient in math increased by 1% in 7th grade. (26% P/A) 	<p>The proficiency of African American students is persistently lower than all other sub-groups in all content areas and all grade levels. Specifically, African American students are 10% below all other sub-groups in reading with a one year change of -3% proficiency. African American students are 12% below all other sub-groups in writing with a one year change of -4% proficiency. African American students are 14% below all other sub-groups in math with a one year change of -5% proficiency.</p> <p>Proficiency in all academic content areas is substantially below the State and District average over the past three years with school data having slight decreases in all grade level and content areas.</p>	<ul style="list-style-type: none"> ▶ Teachers are not consistently using formative data to determine individual needs of students by standard. (Lack of commons assessment developed at all grade levels in Math, Literacy & Science.) ▶ Collaborative structures do not support alignment of curriculum and instruction (Across all grade levels and content areas.) ▶ Professional Learning does not support the monitoring of professional learning implementation to ensure that teachers are accountable for change in practice.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> The percent of students proficient in math decreased by 2% in 8th grade. (29% P/A) Over all the percent of students proficient in math decreased by 1%. (30% P/A) 		
Academic Growth	<p>➤ Reading <u>Over three years</u></p> <ul style="list-style-type: none"> The MGP is 37 and has decreased by 1 percentile point in 6th grade. The adequate growth needs to be at the 52nd Percentile. The MGP is 42 and has decreased by 4 percentile points in 7th grade. The adequate growth needs to be at the 52nd Percentile. The MGP is 39 and has decreased by 7 percentile points in 8th grade. The adequate growth needs to be at the 52nd Percentile. Overall the MGP is 40 and has decreased by 3 points over three years. The adequate growth needs be at the 52nd Percentile. <p>➤ Writing <u>Over three years</u></p> <ul style="list-style-type: none"> The MGP is 38 and has decreased 6 points in 6th grade. The adequate growth rate needs to be at the 68th Percentile The MGP is 44 and has decreased by 1 points in 7th grade. The adequate growth rate needs to be at the 68th Percentile The MGP is 45 and has decreased by 6 points in 8th grade. The adequate growth rate needs to be at the 68th Percentile 	<p>The median growth percentile is below the 50th percentile in all grade levels and all content areas. During a three year span the MPG has ranged from 40 to 43 in reading. The range for writing between 42 to 48 and math 36 to 46. Which his significantly below the adequate growth percentile for all grade levels and contents.</p>	<ul style="list-style-type: none"> Teachers are not consistently using formative data to determine individual needs of students by standard. (Lack of commons assessment developed at all grade levels in Math, Literacy & Science.) Collaborative structures do not support alignment of curriculum and instruction (Across all grade levels and content areas.) Professional Learning does not support the monitoring of professional learning implementation to ensure that teachers are accountable for change in practice.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> Overall the MGP is 42 and has decreased by 4 points over three years. The adequate growth rate needs to be at the 68th Percentile. ➤ Math <u>Over three years</u> The MGP is 38 and has increased by 2 points in 6th grade. The adequate growth rate needs to be at the 83rd Percentile. The MGP is 25 and has decreased by 4 points in 7th grade. The adequate growth rate needs be at the 83rd Percentile. The MGP is 46 and has increased by 3 points in 8th grade. The adequate growth rate needs be at the 83rd Percentile. Overall the MGP is 36 and has creased by 1 point over three years. The adequate growth rate needs to be at the 83rd Percentile. 		
Academic Growth Gaps	<ul style="list-style-type: none"> ➤ Reading <u>Over three years</u> Students of color have a MGP 2 points higher than non (40 vs. 38). The adequate growth needs to be at the 54th Percentile. Students on FRL have a MGP 3 points higher than non (40 vs. 37). The adequate growth needs to be at the 57th Percentile. Students on IEPs have a MGP 3points higher than non (42vs.390). The adequate growth needs to be at the 93rd Percentile. ELL students have a MGP 6 points higher 	<p>Although the growth of minority students over the last three year is comparable to the school growth data in all content areas, it is significantly lower than the District and State growth for minority students and must have an adequate growth percentile of 70 to reach proficiency within 3 years or by 10th grade.</p> <p>Over the past three years, students with disabilities have had a median growth percentile that has ranged</p>	<ul style="list-style-type: none"> ▶ Teachers are not consistently using formative data to determine individual needs of students by standard. (Lack of commons assessment developed at all grade levels in Math, Literacy & Science.) ▶ Collaborative structures do

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>than non (44 vs. 38). The adequate growth rate needs to be at the 55th Percentile.</p> <ul style="list-style-type: none"> • Only 21% of students U or PP are on track to catch-up by 10th grade or within 3 years with an MPG in the 42nd percentile. The adequate growth rate needs to be at the 71st Percentile. • Only 58% of proficient students are keeping up. • Only 3% of proficient or advanced students are moving up. <p>➤ Writing <u>Over three years</u></p> <ul style="list-style-type: none"> • Students of color have an MGP 3 points higher than non (43 vs. 40). The adequate growth rate needs to be at the 70th Percentile. • Students on FRL have an MGP 5 point higher than non (44 vs. 39). The adequate growth rate needs to be at the 72nd Percentile. • Students on IEPs have an MGP 1 point higher than non (43 vs. 42). The adequate growth rate needs to be at the 96th Percentile. • ELL students have an MGP 12 points higher than non (50 vs. 38). The adequate growth rate needs to be at the 70th Percentile. • Only 16% of students U or PP are on track to catch-up by 10th grade or within 3 years with an MPG in the 39th percentile. The adequate growth rate needs to be at the 96th 	<p>from 36 to 49. The median growth percentile for this group of students is significantly below the District and State and they must have an adequate growth percentile at a minimum of the 93 percentile to have adequate growth and reach proficiency.</p> <p>Of the students scoring Unsatisfactory or Partially Proficient, only 6.6 % in math, 16.1% in writing, and 21% in reading are on track to catch up within 3 years or by 10th grade. The adequate growth percentile for these students, at a minimum, is at the 71st growth percentile.</p> <p>For all students scoring proficient in all grade levels and contents, only 59% in reading, 30% in math, and 37% in writing are maintaining proficiency and keep up.</p>	<p>not support alignment of curriculum and instruction (Across all grade levels and content areas.)</p> <ul style="list-style-type: none"> ▶ Professional Learning does not support the monitoring of professional learning implementation to ensure that teachers are accountable for change in practice.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Percentile.</p> <ul style="list-style-type: none"> • Only 37% of proficient students are keeping up. • Only 5% of proficient students are moving up <p>➤ Math <u>Over three years</u></p> <ul style="list-style-type: none"> • Students of color have an MGP 5 points higher than non (38 vs. 33). The adequate growth rate needs be at the 85th Percentile. • Students on FRL have an MGP 1 point higher than non (37 vs. 36). The adequate growth rate needs be at the 87th Percentile. • Students on IEPs have an MGP 3 points lower than non (33 vs. 36). The adequate growth rate needs be at the 99th Percentile. • ELL students have an MGP 4 points higher than non (39 vs. 35). The adequate growth rate needs be at the 85th Percentile. • Only 7% of students U or PP are on track to catch-up by 10th grade or within 3 years with an MGP in the 39th percentile. The adequate growth rate needs be at the 96th Percentile. • Only 30% of proficient students are keeping up. • Only 7% of proficient students are moving up 		

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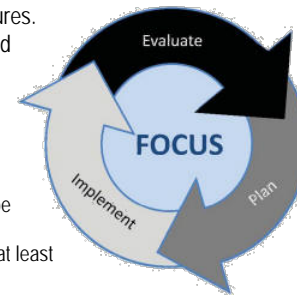
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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.

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	<p>The proficiency of African American students is persistently lower than all other sub-groups in all content areas and all grade levels. Specifically, African American students are 10% below all other sub-groups in reading with a one year change of -3% proficiency. African American students are 12% below all other sub-groups in writing with a one year change of -4% proficiency. African American students are 14% below all other sub-groups in math with a one year change of -5% proficiency.</p> <p>Proficiency in all academic content areas is substantially below the State and District average over the past three years with school data having slight decreases in all grade levels and content areas.</p>	<p>The school's percentile for reading achievement on the School Performance Framework was at the 8th percentile. The goal for the 14-15 school year is to be at the minimum of the 15th percentile based on school's percentile rank on the SPF.</p>	<p>Minimum of 20th percentile based on school's percentile rank on the SPF.</p>	<p>Fall 2014-2015 MAP data 6th Grade Mean RIT Score – 212 7th Grade Mean RIT Score – 216 8th Grade Mean RIT Score – 219</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas. ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.

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		M	<p>The proficiency of African American students is persistently lower than all other sub-groups in all content areas and all grade levels. Specifically, African American students are 10% below all other sub-groups in reading with a one year change of -3% proficiency. African American students are 12% below all other sub-groups in writing with a one year change of -4% proficiency. African American students are 14% below all other sub-groups in math with a one year change of -5% proficiency.</p> <p>Proficiency in all academic content areas is substantially below the State and District average over the past three years with school data having slight decreases in all grade levels and content areas.</p>	<p>The school's percentile for math achievement on the School Performance Framework was at the 17th percentile. The goal for the 14-15 school year is to be at the minimum of the 25th percentile.</p>	<p>Minimum of 30th percentile based on the school's percentile rank on the SPF.</p>	<p>Fall 2014-2015 MAP data 6th Grade Mean RIT Score – 218 7th Grade Mean RIT Score – 223 8th Grade Mean RIT Score – 227</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas. ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
		W	<p>The proficiency of African American students is</p>	<p>The school's percentile for writing achievement on the</p>	<p>Minimum 24th percentile based on the school's</p>	<p>District Performance Task Assessments 1st, 2nd, 3rd and 4th</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use

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			<p>persistently lower than all other sub-groups in all content areas and all grade levels. Specifically, African American students are 10% below all other sub-groups in reading with a one year change of -3% proficiency. African American students are 12% below all other sub-groups in writing with a one year change of -4% proficiency. African American students are 14% below all other sub-groups in math with a one year change of -5% proficiency.</p> <p>Proficiency in all academic content areas is substantially below the State and District average over the past three years with school data having slight decreases in all grade levels and content areas.</p>	<p>School Performance Framework was at the 12th percentile. The goal for the 14-15 school year is to be at the minimum of the 19th percentile.</p>	<p>percentile rank on the SPF.</p>	<p>quarters/ 6th Grade- 65% P/A 7th Grade- 70% P/A 8th Grade 70% P/A</p> <p>Quarterly proficiency based on classroom teacher common formative assessment (every three weeks)– 6th Grade- 75% P 7th Grade- 75% P 8th Grade 75% P</p> <p>Learning Walk Monitoring Information: 80% of all students will be able to describe daily learning target and success criteria that meet grade level expectations.</p>	<p>formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas.</p> <ul style="list-style-type: none"> ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
		S	N/A	<p>Mrachek's goal for 14-15 is 25th percentile on the School Performance Framework school's percentile</p>		<p>Quarterly proficiency based on classroom teacher common formative assessment (every 3 weeks) – 6th Grade- 65% P</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by

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						<p>7th Grade- 70% P 8th Grade 70% P Learning Walk Monitoring Information: 80% of all students will be able to describe learning targets and success criteria.</p>	<p>standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas.</p> <ul style="list-style-type: none"> ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	<p>Growth in general is slightly decreasing over the last three years for all students and is currently at the low end of acceptable, the 40th percentile.</p>	<p>6th Grade- 50th MGP percentile 7th Grade- 50th MGP percentile 8th Grade-50th MGP percentile Overall- 50th MGP percentile.</p>	<p>6th Grade- 65th MGP percentile 7th Grade- 65th MGP percentile 8th Grade-65th MGP percentile Overall- 65th MGP percentile.</p>	<p>Fall MAPS 2014 compared to Fall MAPS 2015 Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative

							<p>assessment every three weeks in all grade levels and content areas.</p> <ul style="list-style-type: none"> ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
		M	<p>Growth in general has decreased slightly over the last three years and is currently at the unacceptable level, the 36th Percentile.</p>	<p>6th Grade- 50th MGP percentile 7th Grade- 50th MGP percentile 8th Grade-50th MGP percentile Overall- 50th MGP percentile</p>	<p>6th Grade- 65th MGP percentile 7th Grade- 65th MGP percentile 8th Grade-65th MGP percentile Overall- 65th MGP percentile</p>	<p>Fall MAPS 2014 compared to Fall MAPS 2015 Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas.

							<ul style="list-style-type: none"> ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
		W	<p>Growth in general is decreased slightly over the last three years for all students and is currently at the low end of acceptable, the 42th percentile.</p>	<p>6th Grade- 55th MGP percentile 7th Grade- 55th MGP percentile 8th Grade-55th MGP percentile Overall- 55th MGP percentile</p>	<p>6th Grade- 75th MGP percentile 7th Grade- 75th MGP percentile 8th Grade-75th MGP percentile Overall- 75th MGP percentile</p>	<p>Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas.) ▶ All teachers will utilize a collaborative process (PLCs and

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							<p>CAP) to align curriculum and instruction (Across all grade levels and content areas.)</p> <ul style="list-style-type: none"> ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	<p>The median growth percentile for all students is significantly lower than the State median of 50; students of color must have a median growth percentile on the high end of the 55-69 range in order to close the proficiency gap.</p> <p>The median growth percentile for IEP students is slightly higher than non IEP students (42/39)</p> <p>Of the students scoring U or PP, only 21% are on</p>	<p>IEP – 93rd AGP Percentile FRL– 57th AGP Percentile ELL–55th AGP Percentile Minority–54th AGP Percentile</p>	<p>IEP – 93rd AGP Percentile FRL– 57th AGP Percentile ELL– 54th AGP Percentile Minority–54th AGP Percentile</p>	<p>Fall MAPS 2014 compared to Fall MAPS 2015 Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments, Wrap Assessments, SPED Intervention), Metro Center Instructional Rounds</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas. ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across

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			track to catch up within 3 years or by 10 th grade.				all grade levels and content areas.)
		M	<p>The median growth percentile for all students is significantly lower than the State median of 50 at the (36th percentile); students of color must have a median growth percentile on the high end of the 55-69 range in order to close the proficiency gap in mathematics.</p> <p>The median growth percentile for IEP students is slightly higher than other students at the 38th/33rd percentile.</p> <p>Of the students scoring U or PP, only 7% are on track to catch up within 3 years or by 10th grade.</p>	<p>IEP – 99th AGP Percentile FRL- 87th AGP Percentile ELL- 85th AGP Percentile Minority - 85th AGP Percentile</p>	<p>IEP – 99th AGP Percentile FRL– 87th AGP Percentile ELL– 85th AGP Percentile Minority–85th AGP Percentile</p>	<p>Fall MAPS 2014 compared to Fall MAPS 2015 Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments, Wrap Assessments, SPED Intervention), Metro Center Instructional Rounds</p>	<ul style="list-style-type: none"> ▶ The monitoring and evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice. ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas. ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and

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						evaluation of Professional Learning implementation will ensure that teachers are accountable for change in instructional practice.	
		W	<p>The median growth percentile for all students is lower than the State median of 50 scoring at the (42nd percentile);</p> <p>Students of color must have a median growth percentile on the high end of the 55-69 range in order to close the proficiency gap, they are currently scoring at the 43rd percentile.</p> <p>The median growth percentile for IEP students is slightly higher than non IEP students at 43rd/42nd percentiles.</p> <p>Of the students scoring U or PP, only 16% are on track to catch up within 3 years or by 10th grade.</p>	<p>IEP – 96th AGP Percentile FRL– 72nd AGP Percentile ELL– 70th AGP Percentile Minority–70th AGP Percentile</p>	<p>IEP – 96th AGP Percentile FRL– 72nd AGP Percentile ELL–70th AGP Percentile Minority–70th AGP Percentile</p>	<p>Fall MAPS 2014 compared to Fall MAPS 2015 Common Formative Assessment every three weeks, Monitoring Information, Pre-Post Data Team Assessments, Wrap Assessments, SPED Intervention), Metro Center Instructional Rounds</p>	<ul style="list-style-type: none"> ▶ All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessment every three weeks in all grade levels and content areas. ▶ All teachers will utilize a collaborative process (PLCs and CAP) to align curriculum and instruction (Across all grade levels and content areas.) ▶ The monitoring and evaluation of Professional Learning implementation will

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							ensure that teachers are accountable for change in instructional practice.
Postsecondary & Workforce Readiness	Graduation Rate	N/A					
	Disaggregated Grad Rate	N/A					
	Dropout Rate	N/A					
	Mean CO ACT	N/A					
	Other PWR Measures	N/A					

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: All teachers will consistently use formative data to determine individual needs of students by standard. (Teachers will utilize common formative assessments every three weeks in all grade levels and content areas).

Root Cause(s) Addressed: Teachers are not consistently using formative data to determine individual needs of students by standard, (lack of common assessments developed at all grade levels in math and literacy)

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	Timeline	Key Personnel*	Resources	Implementation Benchmarks	Status of Action Step* (e.g.,
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the Major Improvement Strategy	2014-15	2015-16		(Amount and Source: federal, state, and/or local)		completed, in progress, not begun)
Teachers will use state standards through a backward design planning process to identify proficient learning outcomes and success criteria that lead to independent student application.	8/6/2014 to 5/23/2015	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher -Partner	General fund	-ELT Learning Walks quarterly. -Admin informal observations, (every teacher weekly) based on protocols from Leverage Leadership. - Teacher-Partner Learning Walks monthly. -Teacher lesson plans submitted weekly.	In progress
Teachers will use essential learning(s) to identify proficient learning outcomes and success criteria that lead to independent student application.	10/6/2014 to 5/23/2015	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General fund	-ELT L Instructional Rounds monthly. -CAP Meeting Agenda/Minutes weekly. -Admin informal observations, (every teacher weekly) based on protocols from Leverage Leadership.	In progress
For each three week instructional cycle teachers will design a pre and post assessment (common, grade level) to measure students' progression toward proficiency at all depth of knowledge, (DOK) levels.	9/24/2014 to 5/23/2014	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher -Partner	\$1,000 annually for printing from General Fund	-CAP Meeting Agenda/minutes weekly -ELT analyze monthly. - Building administration analyze every three weeks during CAP.	In Progress
For each three week instructional cycle, teachers will create and utilize an exemplar of proficient work/application and /or an evaluation tool (rubric) to define learning outcomes for students.	9/31/2014 To 5/23/2014	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General fund	-ELT analyze monthly. - Building administration analyze every three weeks during CAP.	In Progress
Teachers will consistently review student work, student's individual goals, as well as teacher monitoring systems to determine student progress toward proficiency.	10/15/2014 To 5/23/15	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General fund	-Teachers share monitoring information, (student work) during weekly CAP meetings -Building administration will review during weekly informal observation meetings	In progress

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					(Leverage Leadership)	
Teachers will use ongoing formative and summative data to measure students' progression toward proficiency in all essential learning outcomes.	10/21/2014 To 5/23/2015	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General Fund	-Teachers share monitoring information, (student work) during weekly CAP meetings -Building administration will review during weekly informal observation meetings (Leverage Leadership)	In Progress
Teachers will use formative data to plan for differentiated instruction that addresses individual student needs at all levels.	11/3/2014 To 5/23/2015	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General fund	-Teachers share monitoring information, (student work) during weekly CAP meetings -Building administration will review during weekly informal observation meetings (Leverage Leadership) -All teachers submit weekly lesson plans to Administration for feedback, and modifications to planning for student learning.	In Progress
Teachers will use ongoing formative and summative data from MAPS and common formative assessments to measure students' progression toward proficiency in all essential learning outcomes.	10/1/2014 To 5/23/2015	Ongoing	Administration, Teachers, Equity in Learning Team, Teacher-Partner	General fund	-Teachers share monitoring information, (student work) during weekly CAP meetings -Building administration will review during weekly informal observation meetings (Leverage Leadership)	In Progress

* 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.

Major Improvement Strategy #2 All teachers will utilize a collaborative process (PLCs and CAP) to align planning, curriculum, instruction, and assessment (Across all grade levels and content areas.)

Root Cause(s) Addressed: Collaborative structures do not support alignment of curriculum and instruction (Across all grade levels and content areas.)

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				
Teachers will use CAP meetings weekly to analyze student assessment data and reflect on the teaching-learning cycle elements to guide daily instruction.	8/21/2014 To 5/23/15	Ongoing	Administration, Teachers, Teacher Partner, P-20 Community Members as needed	General Fund	Weekly meetings with administration and grade level, content teachers	In progress
All math teachers will engage in a professional development studio process, (lesson study) by utilizing the Teacher Development Group as a resource for developing differentiation strategies to support increased engagement and mathematical development.	9/5/2014 To 5/23/2015	Ongoing based on TDG Schedule	Administration, ELT, math teachers, math teacher coaches, TDG Facilitator	General Fund	-ELT/Administration Learning Walks -TDG Studio Cycle every 5 weeks -TDG Mini Cycle(in between studio cycles-1 per quarter) -Teachers share implementation strategies and related student work during weekly CAP meetings	In progress
All middle school teachers district wide will gather for professional development monthly by content area to collaborate around a common strategy of their choice to grow their understanding and implement into instructional practice.	9/10//2014 To 5/23/2015	Ongoing	All middle level teachers, principals, assistant principals, teacher coaches, instructional coordinators, Director of Student Achievement	General Fund	-Principal meets with Teacher Partner, DOSA, All M.S. Principals bi-monthly to determine coaching and PD support for all core teachers.	In progress
PLC model will include time for content areas to collaborate regarding identifying individual student's strengths, needs, and next steps and track data to monitor student achievement.	8/13/2014 To 5/21/2015	Ongoing	Administration/Teachers, ELT/Teacher Partner/IC's	General Fund	-CCL Teams will meet in content and whole group twice per month during Wednesday building late-start and monthly trade day PD.	In progress
Teachers will use formative data to plan	8/20/2014	Ongoing	Administration, ELT,	General Fund	-Teachers will analyze plans weekly	In progress

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and make decisions for instructional grouping and individual support and routinely make instructional adjustments.	To 5/21/2015		teachers, teacher partner		during CAP meetings	
The Equity in Learning Team will work in partnership with Dr. Pedro Noguera and Dr. Yemi Stenbridge from the Metro Center to connect Equity and Learning in every classroom to close the achievement and opportunity gaps for all students	9/27/2014 To 5/23/2015	Ongoing	Equity in Learning Team, Teachers, Teacher Partner, Administration, Metro Center Staff, P-20 Learning Community Team Members	General Fund	ELT will facilitate ongoing professional development during late-start and Vertical PD. ELT and Metro Center Staff will conduct Instructional Rounds twice per quarter to monitor implementation of equity and engagement strategies.	In progress

* 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.

Major Improvement Strategy #3 The monitoring and evaluation of professional learning implementation will ensure that teachers are accountable for change in instructional practice.

Root Cause(s) Addressed: The monitoring of professional learning structures and implementation does not ensure that teachers are accountable for change in practice

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				
Equity and Learning Team will conduct instructional rounds in all classrooms to inform professional development.	11/30/ 2014 To 5/23/2015	Ongoing	Administration/ ELT/Teacher- Partner/Metro Center Staff,P-20 Learning Community Team	General fund	Administration, ELT, and Teacher-Partner will conduct instructional rounds and provide explicit feedback to teachers weekly to monitor current practice and implementation	In progress
PD will include direct instruction on strategies for implementing Common Core, instructional grouping, learning targets, Constructing Meaning Practices as evidence of thinking through writing.	8/6/14 To 5/23/15	Ongoing	Administration/ ELT/Teacher-Partner, P-20 Learning Community Team	General fund	ELT will meet weekly to plan and monitor PD implementation.	In Progress
One on One coaching model will be provided by the teacher partner and designated P-20 Learning Community Team Members for literacy, math, ELD, science and social studies teachers based on student data and teacher need to support implementation of professional development	9/6/2014 To 5/23/2015	Ongoing	Administration/ ELT/Teacher-Partner, P-20 Learning Community Team	General fund	Principal meets with Teacher-Partner, weekly and P-20 Learning Community director bi-monthly to determine coaching and PD support for all teachers.	In progress
All middle school teachers district wide will gather for professional development once monthly by content areas to share strategies, analyze student work and engage in professional learning to	9/10/2014 to 5/23/2015	Ongoing	All middle level teachers, principals, assistant principals, teacher partners, instructional	General fund	Teachers and all building administration will select differentiated course offering once per month. To support collaboration and implementation of identified outcomes.	In Progress

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support the development of best practice and implementation of Common Core Standards.			coordinators, P-20 learning community teams.			
PLC/CCL model will include time for content areas to collaborate regarding identifying individual student's strengths, needs, and next steps and track data to monitor student achievement.	8/21/2014 To 5/23/2015	Ongoing	Administration/ ELT/Teacher-Partner, P-20 Learning Community Team	General fund	CCL Teams will meet in content and whole group three times per month during Wednesday building late-start and monthly trade day PD.	In progress

* 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.

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 School wide Program (Optional)