

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6098 School Name: MOREY MIDDLE SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, 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%	-	-	72.85%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	65.13%	-	
		W	-	58.34%	-	-	68.27%	-	
		S	-	48.72%	-	-	54.06%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro 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. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	22	-	-	50	-	
		M	-	53	-	-	53	-	
		W	-	37	-	-	58	-	
ELP	-	-	-	-	44	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. 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, 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 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 - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate 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 Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
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 TIG 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.

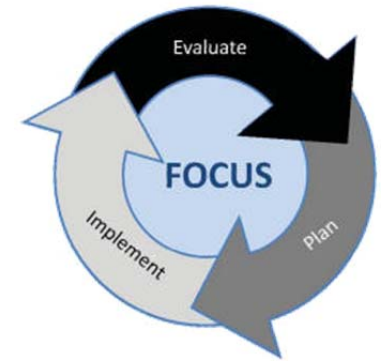
Section II: Improvement Plan Information

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?	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 is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lynn Hawthorne, Principal
	Email	Lynn_Hawthorne@dpsk12.org
	Phone	724-424-0700
	Mailing Address	840 E. 14 th Avenue, Denver, CO 80218
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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 the 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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Description of Morey Middle School

Morey Middle School is located in the heart of Denver just blocks from the capitol. There are currently 600 students enrolled in grades 6 – 8. Approximately 15% of students come from the neighborhood; 85% choice into Morey from all quadrants of the city and from over 50 different elementary schools. Families choose Morey for its location and historical setting, enriched educational experience, strong faculty, and its diversity. Diversity is reflected in many ways in our student body: 21% of our students are black, 20% are Latino and 50% are white. Diversity is also reflected in culture, learning styles and areas of strength, family structure, and developmental differences throughout middle school. Morey's advisory program provides opportunities for students to forge strong relationships with peers and their advisor and have support for social and emotional needs.

Principles of gifted education permeate Morey's educational experience as more than half (56%) of Morey Mustangs have been identified gifted or highly gifted. In core classes (language arts, math, science and social studies), cooperative learning and group projects provide opportunities for students to explore multiple perspectives and connections between concepts. Students pursue excellence as they apply their learning and extend their thinking through passion projects and Step Up assignments. Students find creative

outlets through an array of exploratory courses each year: woodshop, PE, Spanish, Band, piano & guitar, computer technology, visual art, and drama. Advanced learning is promoted through academic enrichment courses in students' interests and strength areas. Through D.I.C.E. (Design, Innovation, Creativity and Expression) classes, students have the opportunity to compete in district and state competitions for Robotics, Mathletics, Shakespeare, Semantics, Science Fairs, Geography and History Bees and national history day. Morey enjoys a partnership with the East High School's Speech and Debate team and participates in middle school speech & debate competitions in the city. D.I.C.E. classes are multi-grade which provides leadership opportunities for older students and a greater cohesion in the student body.

Morey values giving kids time to be well-rounded individuals. Longer core class periods maximize learning during the school day. Our Garden to Cafeteria program gives students experiences with composting, soil enhancement, pest control and harvesting. After school clubs in conjunction with the Morey Neighborhood Center offer further opportunities for students to explore areas of interest outside of school hours in a safe, supervised, fun atmosphere. During fall and spring Intersessions, students have the opportunity to learn more about their city through experiential learning field trips. Students go into the community to learn, volunteer, and experience the opportunities that Denver and the Front Range have to offer. Fall Intersessions take the form of grade level field trips for team building. The Spring Intersessions allow students to choose an area of focus for four days. These experiences range from downtown field trips to mountain rock climbing and movie making to out of state trips including SeaCamp in San Diego and a tour of Washington D.C.

Morey is home to the Denver's middle school magnet for the Highly Gifted and Talented. Students who show exceptional gifts and talents come together from the 8 elementary HGT programs to share core classes with like ability peers. Students are given direction, time, encouragement, and resources to maximize their potential whether it is in academics, creativity, or leadership. Students who are advanced in math may accelerate their studies one or more years. Students in the HGT magnet complete a talent portfolio with personal reflections on their evidence of the five pillars of an HGT education: critical thinking, creativity, social-affective needs and leadership, problem solving and interdisciplinary thinking. Enrollment has been stable in the magnet with approximately 90 students per grade.

Morey's High Strides program lifts the rigor for students who need to approach the curriculum with greater depth. All weekly assessments include problems specifically designed for students to challenge themselves. Each unit students can opt for an advanced level Step Up assignment. Students who are not yet proficient in reading and/or math have small support classes to ensure that they can master the rigorous grade level material. Denver Math Fellows provide math tutoring for one to four students on a daily basis. Enrollment in the High Strides program has shrunk to approximately 120 students per grade level as Morey no longer serves as an overflow school for the far northeast region.

Morey is privileged to have a high level of involvement, commitment, and passion from its staff and families. In addition to providing classroom instruction, teachers offer tutoring and clubs. Parents, guardians, grandparents and extended families create a rich community to support students' learning at Morey.

Process for Data Analysis

The Collaborative School Committee, the School Leadership Team, and the entire staff reviewed TCAP proficiency and growth data, the School Performance Framework data, enrollment and choice trends, attendance data, discipline data and data points from the school satisfaction survey.

Review of Current Performance

Denver Public Schools School Performance Framework (SPF) Ratings: Percentage of Total Points Earned

2008	2009	2010	2011	2012	2013
54%	56%	53%	58%	63%	44.9%

Morey's SPF dropped to yellow, "Accredited on Watch" during the 2012-13 school year. Staff analysis of the drop identified several conditions that led to depressed student growth:

1. The school day increased to 7.5 hours so students could be with teachers for 30 additional minutes. The benefit of additional time was offset by the fact that teachers taught 2 new enrichment and/or support classes with one planning period instead of two. In 2012-13 they taught 5 classes instead of 3; 150 students instead of 90. This change led to Less time to give feedback to students, Less time for data analysis and planning, Less time for communication with parents and less time for planning.
2. Six teachers left mid-year leaving the most vulnerable students in at greater risk (6th grade LA & Math classes; 7th grade LA & Math, 8th grade Math and Social Studies)
3. The administrative staff changed right before school started (New principal, 2 new APs, new office staff). Systems were fragile to support teacher learning and student culture
4. Budget cuts reduced Student Services staff (nurse and social worker) leaving limited resources for our most vulnerable students.

To regain the DPS green "Meets Expectations", Morey needs to obtain a minimum of 51% of the SPF total points (two year average). The SPF areas of focus are 1) Median Growth Percentile (MGP) of 65 in reading, writing & math; 2) Students who are below grade level in reading and math for "catch-up growth;" 3) English Language Learners who need to reach proficiency on ACCESS; 4) Increase the percentage of parents who complete the school satisfaction survey (goal 50%), and who are satisfied with school discipline.

While attendance is high at Morey at 94%, we strive for the goal of 95%.

Trend Analysis: Status

Morey Middle School meets status expectations in all four academic areas: Reading, Math, Writing, and Science. See the data worksheet for further analysis.

Advanced Trends

Students who scored advanced in at least one area increased from 24.5% (2012) to 25.2% (2013).

Trend Analysis: Growth

Morey Middle School meets the state growth expectations in the academic areas of Reading, Math and Writing. See the data worksheet for further analysis.

Priority Challenge 1: Reading growth needs to be above 65 for all subgroups. The MGP for white students and ELLs dropped below the state average last year. For Black students the trend has remained well below the state average for three years.

Root cause: See data analysis worksheet.

Priority Challenge 2: Math growth needs to be above 65 as we have the most numbers of students needing to catch up. One third of our students are below grade level in

math. The Math gap: 28% of Black students are proficient, 48% of ELLs and 91% of white students are proficient.

Root cause: See data analysis worksheet.

March 2013 Updates

- The focus on writing to support reading comprehension has evolved this year beyond the skills of note taking and summarizing to include argumentative literacy, an important element of the Common Core State Writing Standards. Students continue to read weekly non-fiction articles in social studies and science. Monthly assessments show improvement in all students' ability to create a thesis, argue a point and cite evidence from the articles read.
- Daily math interventions for students who are below grade level were implemented for students to have additional time in small groups with a math teacher. We introduced six week data cycles with Scholastic Math inventory (SMI) to track progress. In 2013-14, Morey will have 6 Math Fellows tutoring students who are below grade level in small groups of 1 to 4 students.
- The Institute for Gifted Education at DU will conduct a review of the HGT magnet program in April. We anticipate specifying action steps for the magnet program following that review.
- Due to the transition in principal leadership, great emphasis has been placed on creating systems for strong culture and a disciplined, scholarly environment. We added an improvement strategy to explicitly track progress towards strengthening the school culture.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	<p>Reading-District target is to increase 3.1 % overall to 78%</p> <p>Morey target is to increase 10% of Black students reading proficiency from 53% to 63%.</p> <p>Morey target is to increase 5% of the males reading proficiency from 69% to 74%.</p>	<p>No. Reading achievement is at 73.08%</p> <p>Black student reading achievement is 41%.</p> <p>Male reading achievement is 68%.</p>	<p>Targets were not met. The following school conditions led to not meeting the targets</p> <ol style="list-style-type: none"> 1. School day increased to 7.5 hours. Teachers taught 2 new enrichment and/or support classes. Implications of this change: 2. Teachers taught 5 classes instead of 3; 150 students instead of 90. 3. Teachers had one planning period instead of two.

School Code: 6098

School Name: MOREY MIDDLE SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Writing-District target is 72%	Writing achievement is 67%	4. Less time to give feedback to students 5. Less time for data analysis and planning 6. Less time for communication with parents 7. Teachers had limited planning for the new enrichment courses 8. Six teachers left mid-year leaving the most vulnerable students in at greater risk (6 th grade LA & Math at a vulnerable transition time; 7 th grade LA & Math, 8 th grade Math and Social Studies) 9. Leadership Transition (New principal, 2 new APs, new office staff). Systems were fragile to support teacher learning and student culture 10. Budget cuts hit Student Services leaving limited resources for our most vulnerable students.
	Math- district target is 69%	Math achievement is 65%	
	Science-district target is 61%	Science achievement is 50%	
Academic Growth	Reading- 49- 60	Reading MGP is 39	
	Math- 49-60	Math MGP is 48	
Academic Growth Gaps	Writing- Black student MGP will increase from 56-60	Writing MGP is 50	
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
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																											
Academic Achievement (Status)	<p>The percentage of students reading at or above proficient in all grade levels over the past four years:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>79</td> <td>73</td> <td>81</td> <td>84</td> </tr> <tr> <td>7th</td> <td>72</td> <td>73</td> <td>73</td> <td>72</td> </tr> <tr> <td>8th</td> <td>73</td> <td>71</td> <td>72</td> <td>65</td> </tr> <tr> <td>Overall</td> <td>74</td> <td>72</td> <td>75</td> <td>73</td> </tr> </tbody> </table> <p>Overall reading proficiency is stable at 7th grades; it increased at 6th grade, and dropped in 8th grade.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2010</th> <th>2011 (72)</th> <th>2012 (75)</th> <th>2013 (73)</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>61</td> <td>54</td> <td>53</td> <td>41</td> </tr> <tr> <td>Hispanic</td> <td>66</td> <td>65</td> <td>69</td> <td>54</td> </tr> <tr> <td>*White</td> <td>93</td> <td>93</td> <td>95</td> <td>96</td> </tr> </tbody> </table> <p>Black students' achievement has remained flat and is 28% below the state average of 69%. Hispanic students dropped 14 % below the state average. White students increased last year after having been stable for three years.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2010</th> <th>2011 (75)</th> <th>2012 (75)</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>70</td> <td>68</td> <td>69</td> <td>68</td> </tr> <tr> <td>Female</td> <td>80</td> <td>77</td> <td>82</td> <td>78</td> </tr> </tbody> </table> <p>The male achievement has remained steady; while the female achievement has declined slightly resulting in a gap of 10%.</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>66</td> <td>70</td> <td>75</td> <td>74</td> </tr> <tr> <td>7th</td> <td>64</td> <td>71</td> <td>71</td> <td>71</td> </tr> </tbody> </table>	Reading	2010	2011	2012	2013	6 th	79	73	81	84	7 th	72	73	73	72	8 th	73	71	72	65	Overall	74	72	75	73	Reading	2010	2011 (72)	2012 (75)	2013 (73)	Black	61	54	53	41	Hispanic	66	65	69	54	*White	93	93	95	96	Reading	2010	2011 (75)	2012 (75)	2013	Male	70	68	69	68	Female	80	77	82	78	Writing	2010	2011	2012	2013	6 th	66	70	75	74	7 th	64	71	71	71	<p>Black student achievement in reading and math is below the state average and has remained flat over three years while other subgroups have improved.</p> <p>The achievement gains in reading of males lags behind the achievement gains of females by 13%</p> <p>Reading Status Trends Students scored lowest on high priority frameworks 1d (inferences) and 4a (recognize author's purpose) 58% of students were U/PP on these standards.</p>	<p>We have not tracked the progress of subgroups specifically. The lack of gains in certain groups was masked by the overall improvements.</p> <p>Strategies implemented over the last years have been most helpful for white students and females. We have not sufficiently developed strategies to differentiate instruction for the Black students and males.</p>
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	<p>The percentage of students achieving at or above proficient in math at all grade levels over the past four years</p> <table border="1"> <tr> <td>Math</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>6th</td> <td>72</td> <td>73</td> <td>73</td> <td>76</td> </tr> <tr> <td>7th</td> <td>53</td> <td>63</td> <td>65</td> <td>68</td> </tr> <tr> <td>8th</td> <td>48</td> <td>57</td> <td>63</td> <td>53</td> </tr> <tr> <td>Overall</td> <td>57</td> <td>64</td> <td>67</td> <td>65</td> </tr> </table> <p>6th and 7th grade math showed gains last year, while 8th grade declined slightly.</p> <table border="1"> <tr> <td>Math</td> <td>2010 (57)</td> <td>2011 (64)</td> <td>2012 (67)</td> <td>2013 (65)</td> </tr> <tr> <td>Black</td> <td>35</td> <td>42</td> <td>36</td> <td>28</td> </tr> <tr> <td>Hispanic</td> <td>47</td> <td>60</td> <td>62</td> <td>47</td> </tr> </table>	Math	2010	2011	2012	2013	6 th	72	73	73	76	7 th	53	63	65	68	8 th	48	57	63	53	Overall	57	64	67	65	Math	2010 (57)	2011 (64)	2012 (67)	2013 (65)	Black	35	42	36	28	Hispanic	47	60	62	47	<ul style="list-style-type: none"> Retention of Math Teachers: 8th grade students who have low skills have had mid-year changes in math teachers every year for the last four years. Students who lack a foundation have not had enough explicit instruction and/or time on task to reach mastery and gain confidence in their ability. 	
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)								Priority Performance Challenges	Root Causes			
	6	38	41%	53	58%	1	1%	0					
	7	44	52%	40	48%	0		0					
	8	28	35%	52	65%	2	3%	0					
	All	110	43%	145	56%	3	1%	0					
	Writing												
		A		P		PP					U		
	6	37	40%	52	57%	3	3%	0					
	7	49	58%	32	38%	3	4%	0					
	8	37	45%	42	51%	3	4%	0					
	All	123	48%	126	49%	9	3%	0					
	Math												
		A		P		PP					U		
	6	70	78%	20	22%	0	0%	0					
	7	56	66%	24	29%	4	5%	0					
	8	61	50%	60	50%	0	0%	0					
	All	187	73%	65	25%	4	2%	0					
	Academic Growth	Median Growth Percentiles for 3 years:									8 th grade reading growth has been declining over four years.	We lack effective diagnostic tools to understand underlying skill gaps in reading and math and progress monitoring tools to track improvements in underlying skills. There are not sufficient opportunities to practice critical reading skills or monitor fluency growth within the curriculum.	
		Reading	2010	2011	2012	2013							
		6 th Gr	47	50	64	39							

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	7 th Gr	49	58	61	45	<p>Math growth needs to be above 60 as we have the most numbers of students needing to catch up.</p>	<p>8th grade Language Arts teachers have not reviewed the high priority framework against the curriculum to identify specific action steps.</p> <p>Math has not had a progress monitoring system in place for students below grade level. Teachers have begun to track grade level Essential Learning Goals (ELGs) but are not tracking underlying skills that students may be missing.</p> <p>The lack of progress monitoring data inhibits specificity when teachers plan for classroom instruction and interventions. It also inhibits students being able to track their own growth.</p> <p>Writing has increased because of the focus on writing instruction and the monthly progress monitoring as laid out by the previous year's UIP and common SGOs.</p>
	8 th Gr	59	51	49	37		
	Overall	52	54	59	39		
	<p>Reading MGP had been steadily increasing in 6th and 7th grade until last year. In 8th grade it has decreased over four years.</p>						
	Writing	2010	2011	2012	2013		
	6 th Grade	57.5	48.5	73	55		
	7 th Grade	52	59	64	52		
	8 th Grade	48	61	62.5	41		
	overall	52	57	67	50		
	<p>Writing growth increased at all grade levels and most significantly in 6th grade up until last year where all MGP dropped significantly.</p>						
Math	2010	2011	2012	2013			
6 th Gr	54	60	53	41			
7 th Grade	43	51	58	64			
8 th	48	54	54.5	39.5			

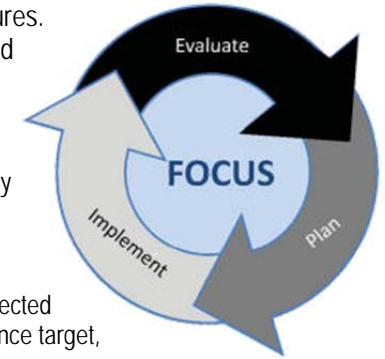
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Academic Growth Gaps	Reading: Median Growth Percentiles by Ethnicity	Black student median growth percentile is below the median of	(See root causes for achievement)																																																																																					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	Ethnicity	2010 *(53)	2011 *(54)	2012 (59)	2013	50 in Reading and Math. It is lower than White students by 10 points in reading; 24 points in math; 24 points in writing.	
	Black	52	47	49	35		
	White	52	57	62	45		
	<p>All students' growth percentile is below the median. White students' growth percentile decreased in 2013 from 62 in 2011. *() Reflects District MGP for White students</p>						
	<p>Math: Median Growth Percentiles by Ethnicity</p>						
	Ethnicity	2010 *(50)	2011 *(54)	2012	2013		
	Black	45	47	47	35		
	White	57	56	66	59		
	<p>Black students had increased over a three-year period. White students had increased over three years. Both groups showed a decline last year.</p>						
	<p>Writing: Median Growth Percentiles by Ethnicity</p>						
	2010 *(52)	2011 *(58)	2012 ()	2013			
Black	45	52	56	33			
White	61	63	77	57			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Median growth percentiles had increased 6%iles for Black students and 14%iles for White students. Last year scores dropped 23 and 20 percent respectively.		
Postsecondary & Workforce Readiness			

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. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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 where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	73% (3yr ave baseline)	77%	80%	District Interims – 6-8 wk
		M	66% (3yr ave baseline)	69%	73%	District Interims – 6-8 wk
		W	69% (3yr ave baseline)	72%	76%	District Interims – 6-8 wk
		S	54% (3yr ave baseline)	58%	62%	School Interims – 6-8 wk
	8 th grade P/A	All	61%	65%	69%	District Interims
	8 th grade Unsat	All	14%	11%	7%	District Interims
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	49 (2yr ave)	65 MGP		
		M	51 (2 yr ave)	65 MGP		
		W	58.5 (2 yr ave)	65 MGP		
		ELP	9% Access Status	17%	24%	

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Academic Growth Gaps	Median Growth Percentile	R				
		M				
		W				
Postsecondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Suspension	12%	9%			

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: Establish and nurture a safe, school culture in which teaching and learning can thrive.

Root Cause(s) Addressed: Effective systems for managing student behavior were fragile with turnover in leadership and the understaffing of the student service team.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy:

- School Plan under State Accountability

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)
Develop and implement systems and structures to develop strengthen culture and MORE values. <ul style="list-style-type: none"> • Common Understanding of Discipline Plan • Classroom Behavior Plans • Restorative Approaches • ZAP, ASI, 8th grade after school reading 	August 2013- May 2014	Administration, SLT, student advisor, .5 social worker	General Funds, Funds for .5 mental health provider.	LEAP data reflects growth towards effective Classroom Learning Environments. Teacher surveys, student surveys and parent surveys reflect increasing	In progress

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				satisfaction with discipline. Monitoring systems (transitions, cafeteria) show effective supervision. Data on after school interventions show declines in repeat offenders.	
Student Service Team tracks and support students with habitual disciplinary issues, develops a toolbox of cultural responsive interventions and ways to partner with families. <ul style="list-style-type: none"> o Monday Kid Talk (Collaboration) o ISIR implementation o Student Service Providers host groups to support positive behavior 	January 2013- May 2014	Academic counselor, social worker, Project PAVE, Assistant Principal, student advisor	General Funds, District central fund for counselor	All ISIR repeat offenders have behavior support plans. Intervention plans, monitor student discipline systems and discipline and attendance data; Student support groups in place.	In progress
Culture Team oversees Positive Behavior Interventions and grade level celebration meetings. Advisory team oversees structured lessons for Advisory Implementation <ul style="list-style-type: none"> o CIAs – Caught In the Act (positive) o Monthly grade level celebrations 	April 2013- May 2014	Assistant Principal, Culture Team Members	General Funds	Programming for advisory; Grade level monthly celebrations; weekly CIA recognitions.	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: Implement new standards and ensure student mastery through collaborative planning and data cycles.

Root Cause(s) Addressed:

- The lack of progress monitoring data inhibits specificity when teachers plan for classroom instruction and interventions. It also inhibits students being able to track their own growth.
- Strategies implemented over the last years have been most helpful for white students and females. We have not sufficiently developed strategies to differentiate instruction for the Black students and males.

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements

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Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Meet Tues/Wed in data teams. Teachers administer short cycle assessments and collaboratively score student work, progress monitor all students and specifically the subgroups, and make instructional and culturally relevant adjustments based on student data.</p> <ul style="list-style-type: none"> • Monitor students who are not proficient. <ul style="list-style-type: none"> ○ Create Do Nows and Mini-lessons on standards that need additional practice and re-teaching. • Monitor students who are high proficient moving to advanced. <ul style="list-style-type: none"> ○ Provide academic enrichments ○ Provide Step Up opportunities for students in High Strides 	Ongoing	AP & TEC , Teacher Leaders	General Funds	<p>Administration of short cycle assessments; 6-8 week interim assessments; Data wall stays current with students.</p> <p>Collaboration PD focuses on differentiated and culturally responsive strategies.</p> <p>Monitor students who are completing Step Up assignments to get to advanced.</p>	In progress
Implement Collaborative Strategic Reading in 2013-14 in Science, Social Studies, and Lang Arts	Ongoing	Science, SS and Exploratory Arts Teachers, AP	General Funds, Title II	<p>Weekly HAM indicates purpose for CSR article.</p> <p>Updates to Collaboration room Data Wall</p>	In progress
Common department SGOs align to high priority assessment frameworks for content and literacy.	2013-14	Teachers, Admin		SGO, 6 week data conferences	
Students below proficient receive reading and/or math support (6 th and 8 th graders from Math Fellows; 7 th graders from math teachers).	Oct 2012-May 2013;	Intervention Teachers, AP & Principal	Intervention funds	SMI and SRI schedule (6 weeks)	In Progress
Provide families information about ELGs.	2013-14 P/T conferences; monthly	Parent Liaison and Ad Team	General Funds	Unit communication to families through IC Messenger, 6 week	In progress

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	newsletter			progress reports.	
Maintain Student-led conferences to support student communication of ELGs and progress toward mastery of standards to their parents.	February 2013- May 2014	Teachers	General Funds	Body of Evidence Folders; goal trackers Students who are not meeting goals will be pulled to collaboration for 1:1 conferences.	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 Initiate HGT program improvements based on program evaluation related to the NAGC Program Standards.

Root Cause(s) Addressed:

- There has not been an HGT review in recent years; action steps for GT/HGT students are not directed to specific program standards or goals.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

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)
Develop 2013-14 Action Steps based on program evaluation recommendations.	May - December 2013	Principal, GT Coordinator, University partner, Rebecca McKinney	General Funds	Recommendations from teachers for enrichment planning, talent portfolio, and parent handbook.	In progress
Disaggregate data of identified GT/HGT students based on strength areas. Establish target improvement goals for increasing % of Advanced TCAP scores based on historic trends. <ul style="list-style-type: none"> • Portfolio • Presentations of learning • District competitions 	May- September 2013	Principal, GT Coordinator, SLT, GT/HGT teachers	General Funds	December portfolio review; data on participation in district competitions; April Presentation of Learning	Not begun
Create structures for presentations of learning	2013 - April 2014	Enrichment Teachers, GT Coordinator	GT funds	Enrichment Syllabus	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)