

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5826 School Name: MERRILL MIDDLE SCHOOL SPF Year: 2012 Accountable by: 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 2011-12. 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 as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.35%	-	-	36.92%	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	-	-	32.77%	-	
		W	-	58.34%	-	-	29.73%	-	
		S	-	48.72%	-	-	19.06%	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			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	-	65	-	-	56	-	
		M	-	91	-	-	58	-	
		W	-	81	-	-	57	-	
ELP	-	49	-	-	55	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 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 style="text-align: center;">- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks 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 English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
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 has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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

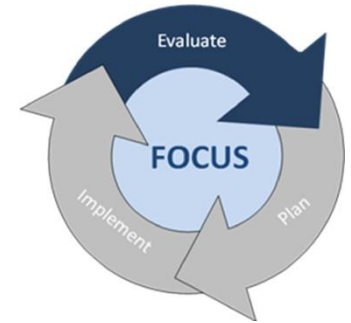
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
- Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Amy Bringedahl
	Email	Amy_bringedahl@dpsk12.org
	Phone	(720) 424-0600
	Mailing Address	1551 S. Monroe, Denver CO 80210
2	Name and Title	Brett Stringer
	Email	brett_stringer@dpsk12.org
	Phone	(720) 424-0600
	Mailing Address	1551 S. Monroe, Denver CO 80210

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.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 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 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.						
Academic Achievement (Status)	Reading Target : 40% P/A	Reading Target Not Met (40%) – missed Target by 2.4%	Academic Status and Growth Increase in Math is a reflection of the implementation of ELGs and common assessments Increase in Writing is a reflection of our school-wide writing initiative. All content areas had a focus on writing: <ul style="list-style-type: none"> • SCI/SS – Summary/Reflection • Math – Paragraph writing (expository) • Elective Teachers – Graphic Organizers / organizing content for writing 						
	Math Target: 32% P/A	Math Target Met – 36% P/A							
	Writing Target: 31% P/A	Writing Target Met - 33% P/A							
	Science Target: 22% P/A	Science Target Met – 24% P/A							
Academic Growth	No Academic Growth Targets for 2011-2012	Reading MGP = 54% Math MGP = 57% Writing MGP = 62%							
Academic Growth Gaps	Reading minority student median growth will increase from 53 to 58	Minority student median growth percentile in reading was 54%. An increase of 1% over 2011 TCAP	Reading scores – Target not Met <ul style="list-style-type: none"> • Target not met as a result of the limited number of students receiving reading support. Last year only 28 						
		<table border="1"> <tr> <td>Reading</td> <td>Minority</td> <td>54</td> </tr> <tr> <td>Reading</td> <td>Non-Minority</td> <td>57</td> </tr> </table>		Reading	Minority	54	Reading	Non-Minority	57
		Reading		Minority	54				
Reading	Non-Minority	57							

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.						
	Math minority student currently catching up is 13% and we will increase that to 18%	Math – Catch-up <table border="1" data-bbox="869 315 1289 418"> <tr> <td>Math</td> <td>Minority</td> <td>14.1</td> </tr> <tr> <td>Math</td> <td>Non-Minority</td> <td>23</td> </tr> </table>	Math	Minority	14.1	Math	Non-Minority	23	<p>students were scheduled into a reading intervention class yet we had over 65% of our students Unsat or PP on the CSAP (2010).</p> <ul style="list-style-type: none"> Reading - CSR strategies have not been internalized by students and applied to other content areas/readings. Strategies were not implemented school-wide or embedded into the curriculum. Teacher leaders were not fully trained to provide coaching
Math	Minority	14.1							
Math	Non-Minority	23							
	Writing minority student median growth percentile is 52 needs to increase to 58	Median Growth Percentile (2012) <table border="1" data-bbox="869 565 1331 652"> <tr> <td>Writing</td> <td>Minority</td> <td>63</td> </tr> <tr> <td>Writing</td> <td>Non-Minority</td> <td>59</td> </tr> </table>	Writing	Minority	63	Writing	Non-Minority	59	
Writing	Minority	63							
Writing	Non-Minority	59							
Post Secondary Readiness			<p>Academic Growth Gaps</p> <ul style="list-style-type: none"> Reading – see above Math - There were less than 50 students in math intervention classes. ELL students were not placed in intervention classes because of the double block in LA. Placement in an intervention class would have resulted in no elective opportunities for ELL students. Writing – Emphasis on writing school-wide particularly in our ELD blocks 						

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)	<p style="text-align: center;">TCAP Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>30%</td> <td>35%</td> <td>33%</td> <td>38%</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Reading	40%	30%	35%	33%	38%	<p>The need is immediate to improve reading scores for our students but must prioritize our focus on ELL</p>	<ul style="list-style-type: none"> We have not developed common strategies to support content and academic vocabulary development. Essential Learning Goals and progress monitoring tools were not consistently implemented in Language Arts or ELD classes. Insufficient time in master schedule for intervention classes focused on reading; lack of identification of students needing reading intervention classes. Inconsistency among ELD teachers with regard to the ELD curriculum and grade level expectations for ELL's No consistent, collaborative planning time for grade level and content area teachers. CSR strategies have not been internalized by students and applied to other content areas/readings. Strategies were not implemented school-wide or embedded into the curriculum. Teacher leaders were not fully trained to provide coaching 			
		2008	2009	2010	2011	2012												
Reading	40%	30%	35%	33%	38%													
<p style="text-align: center;">TCAP Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-ELL</td> <td>72%</td> <td>56%</td> <td>60%</td> <td>61%</td> <td>63%</td> </tr> <tr> <td>ELL</td> <td>20%</td> <td>14%</td> <td>18%</td> <td>16%</td> <td>20%</td> </tr> </tbody> </table> <p>Merrill does not meet state expectations for reading (71%)</p>		2008	2009	2010	2011	2012	Non-ELL	72%	56%	60%	61%	63%	ELL	20%	14%	18%	16%	20%
	2008	2009	2010	2011	2012													
Non-ELL	72%	56%	60%	61%	63%													
ELL	20%	14%	18%	16%	20%													

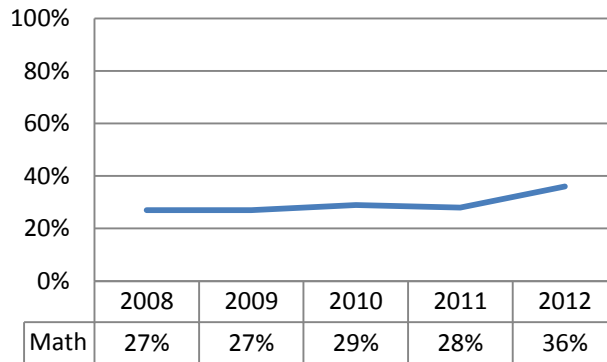
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

TCAP Math

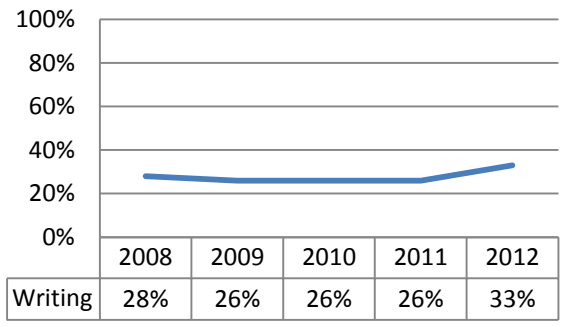


Merrill does not meet state expectations for Math (51%)

The need for improvement is immediate to increase Math for all students, ELL and non ELL.

- We have not developed common strategies to support content and academic vocabulary development in Math classrooms
- No consistent, collaborative planning time for grade level collaboration and department collaboration
- Essential Learning Goals and progress monitoring tools were not consistently implemented in Math classes.
- Insufficient time in master schedule for intervention classes focused on Math; lack of identification of students needing Math intervention classes

TCAP Writing



The need for Writing improvement is immediate. Our priority focus is to improve writing scores for all students, specifically our ELL population

- We have not developed common strategies to support content and academic vocabulary development
- A school wide structure for students to write frequently in all content areas and get feedback on a rubric has not been in place.
- Common writing rubrics (grade level and school-wide) have not been developed.
- Common school-wide graphic organizing tool (writing process/organizer) has not been agreed upon. Lacking consistency.
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.
- Progress monitoring tools were not consistently implemented in Language Arts

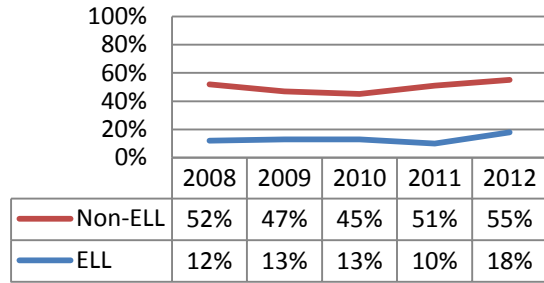
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

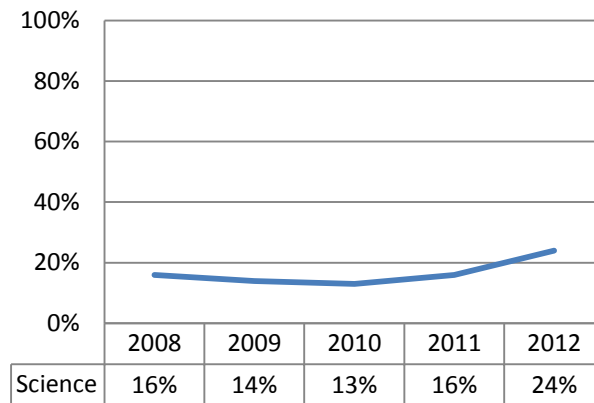
Root Causes

TCAP Writing



Merrill does not meet state expectations for Writing (58%)

TCAP Science



Merrill does not meet state expectations for Science (48%)

or ELD classes.

- We have not developed common strategies to support content and academic vocabulary development
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.

Academic Growth

Reading Median Growth Percentile (- N < 20)

	2010	2011	2012
Overall	61	52	54

Merrill needs to improve the growth percentiles for students identified as minority in reading, math and writing percentiles.

- High academic expectations have not been consistently applied building wide.
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

6th Grade: Reading

		2010	2011	2012
ELL	Hispanic	44	38	43
NON-ELL	Hispanic	62		-
NON-ELL	White	67	49	67

7th Grade: Reading

		2010	2011	2012
ELL	Asian	48		-
ELL	Hispanic	56	58	44
ELL Black				65
NON-ELL	Hispanic		35	-
NON-ELL	White	61	52	57

8th Grade: Reading

		2010	2011	2012
ELL	Asian	53	66	60
ELL	Black		66	60
ELL	Hispanic	76	71	50
NON-ELL	Hispanic			39
NON-ELL	White	74	57	57

Math Median Growth Percentile (- N<20)

	2010	2011	2012
Overall	58	57	57

The need for improvement is immediate to increase our Math growth as overall scores remain flat for all

Math Growth

- Time and resources have not been allocated for professional development to support effective instruction for minority groups in the content areas.

- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

6th Grade: Math

		2010	2011	2012
ELL	Hispanic	58	27	43
NON-ELL	Hispanic	64		-
NON-ELL	White	64	52	58

7th Grade: Math

7 th Math		2010	2011	2012
ELL	Asian	70		-
ELL	Hispanic	45	38	48
ELL	Black			32
NON-ELL	Hispanic		49	-
NON-ELL	White	37	60	55

8th Grade: Math

8 th Math		2010	2011	2012
ELL	Asian	67	75	76
ELL	Black		71	52
ELL	Hispanic	63	65	58
NON-ELL	Hispanic			64
NON-ELL	White	52	62	76

students

meet these goals.

- Formative assessments have not been consistently utilized to inform instruction and planning.
- Sufficient time for collaboration on instructional practice to support articulation between grade levels has not been provided.
- Instruction and practice for students to analyze and breakdown the question or task that they are asked to complete has been provided inconsistently.
- Emphasis in classrooms has not placed on higher order thinking tasks and equipping students to address them independently

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Writing Median Growth Percentile (- N<20)

	2010	2011	2012
Overall	57%	52%	62

6th Grade: Writing

		2010	2011	2012
ELL	Hispanic	57	54	54
NON-ELL	Hispanic	53		-
NON-ELL	White	65	51	47

7th Grade: Writing

		2010	2011	2012
ELL	Asian	51		-
ELL	Hispanic	57	39	63
ELL	Black			67
NON-ELL	Hispanic		39	-
NON-ELL	White	42	59	60

8th Grade: Writing

		2010	2011	2012
ELL	Asian	37	56	72
ELL	Black		70	76
ELL	Hispanic	57	54	64
NON-ELL	Hispanic			59
NON-ELL	White	57	40	58

The need for improvement is immediate. Our priority focus is to improve writing scores for all students, specifically our ELL population

- Insufficient instruction and practice for students to be able to write to explain or share information – expository writing
- We have not developed common strategies to support vocabulary development and academic language.
- A school wide structure for students to write frequently in all content areas and get feedback on a rubric has not been in place.
- Common writing rubrics (grade level and school-wide) have not been developed.
- Common school-wide graphic organizing tool (writing process/organizer) has not been agreed upon. Lacking consistency.
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.
- Progress monitoring tools were not consistently implemented in Language Arts or ELD classes.

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

Academic Growth Gaps

MGP for ELL – ELL Spanish and black students (2012)

	ELL Spanish	ELL Black	Non ELL
Math	39	42.5	61
Reading	40	57	55
Writing	60	70	56

Merrill needs to improve the growth percentiles for students identified as minority in reading, math and writing. However the data also demonstrates a decline in non-minority growth percentiles.

- Lack of time for teachers to collaborate (limited opportunity for vertical and horizontal alignment)
- No systemic practices or consistent ELL strategies in the building (rubrics, language development, language objectives, etc.)
- Inconsistency among ELD teachers with regard to the ELD curriculum
- Inconsistency with regards to placement and progress monitoring of ELL language proficiency
- High academic expectations have not been consistently applied building wide.
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.
- Time and resources have not been allocated for professional development to support effective instruction for minority groups in the content areas.

CELA (2012) :

51% of ELLs are on track to reach level 5 proficiency

72% of the off track students are CELA levels 3&4

- 59% are Spanish speakers (average time in ELL is 7 years)
- 13% are Somali speakers (average time in ELL is 7 years)
- 5% are Arabic speakers

- No systemic practices or consistent ELL strategies in the building (rubrics, language development, language objectives, etc.)
- Inconsistency among ELD teachers with regard to the ELD curriculum
- Inconsistency with regards to placement and progress monitoring of ELL language proficiency
- High academic expectations have not been consistently applied building wide.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p>MGP for TCAP Advanced, Proficient, Partially Proficient, Unsat students (6-8th combined).</p> <table border="1" data-bbox="415 332 928 548"> <thead> <tr> <th></th> <th>Math</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>82%</td> <td>66%</td> <td>87%</td> </tr> <tr> <td>Proficient</td> <td>70%</td> <td>66%</td> <td>74%</td> </tr> <tr> <td>PP</td> <td>58%</td> <td>54.5%</td> <td>59%</td> </tr> <tr> <td>Unsat</td> <td>39%</td> <td>41%</td> <td>33%</td> </tr> </tbody> </table>		Math	Reading	Writing	Advanced	82%	66%	87%	Proficient	70%	66%	74%	PP	58%	54.5%	59%	Unsat	39%	41%	33%		<ul style="list-style-type: none"> • High academic expectations have not been consistently applied building wide. • Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals. • Lack of time for teachers to collaborate (limited opportunity for vertical and horizontal alignment) • Master schedule limited the number of students receiving reading and math support. • Progress monitoring tools were not consistently implemented in Language Arts or Math classes
	Math	Reading	Writing																				
Advanced	82%	66%	87%																				
Proficient	70%	66%	74%																				
PP	58%	54.5%	59%																				
Unsat	39%	41%	33%																				
Post Secondary & Workforce Readiness																							

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

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 document any areas where the school did not 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 indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends 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 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all 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.</p>
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Narrative:

Merrill Middle School is committed to collecting, analyzing, processing, and disseminating data through a systemic course of action that targets all 6-8 content areas. All educational building staff members will contribute to the data process through a shared vision of student growth and raised expectations. All areas of standardized assessment will be used in our data analysis to include the CSAP, CELA, and Interim Assessments. Our Data Implementation Team will use this data to determine current ability levels of our students and then disseminate the results to all building educational staff. This data will determine our priority needs and uncover our root causes. In developing the Unified Improvement Plan, the Administrative Leadership Team and CSC looked at and analyzed the data to identify our priority needs.

Merrill is the ELA Magnet in Denver Public Schools for students whose native language is not English or Spanish. We serve refugee and immigrant students who have recently arrived to the United States (47% of our students are English Language Learners) as well as neighborhood students. Merrill has a current enrollment of 504 students with the following demographic breakdown – 11% Asian; 16% Black; 33% Hispanic; 31% Caucasian; 2% Native American. There are currently over 25 languages and dialects spoken in the building including; Spanish, Vietnamese, Mandarin Chinese, Arabic, Russian, Tigrinya, Swahili, Somali and Karen. This school year, 81.9% of Merrill students qualify for free and reduced lunch.

Merrill has demonstrated steady growth in the last 3 out of 4 years in the areas of Reading, Math and Writing. As we move forward we will raise expectations as we will build on established professional development systems and focusing on specific academic needs to close learning gaps.

During the past three years Merrill has had above average growth and has moved from the low end of DPS performing middle schools to meeting the district expectation for school performance. This past year on the SPF Merrill met DPS expectations. Per the District SPF Merrill is Approaching in Student Achievement Level (overall CSAP scores). However Merrill Met Student Progress Over Time which is focused on Student Growth on CSAP. Now, the challenge is to continually improve on our past success in certain academic areas while replicating that success in the areas where Merrill has only been moderately successful- closing the learning gap, especially between its English Language Learners and its mainstream students.

STATUS TRENDS

Merrill has shown the community, Denver Public Schools (DPS), and the Colorado Department of Education (CDE) that Merrill has the ability and the commitment to be among the city's and state's high performing schools in academic and non-academic areas.

During the past three years Merrill's overall academic growth has met DPS and CDE expectations. However, it still lags in some individual areas, especially in closing the academic gaps between its

minority and English language learner (ELL) populations. The school met growth expectations compared to similar DPS schools in reading, and has exceeded expectation in growth compared to similar schools in math and writing.

During **each** of the past three years Merrill's median growth percentile in reading, writing, and math exceeded the districts average growth and the states average growth. In the last year we saw growth in 2 out of the 3 areas.

Reading Median Growth Percentile

2010: 61 2011: 52 2012: 54

Math Median Growth Percentile

2010: 58 2011: 57 2012: 57

Writing Median Growth Percentile

2010: 57 2011: 52 2012: 62

During the last three years, Merrill exceeded district averages in reading, writing, and math for continuously enrolled growth.

In student growth progress over time Merrill meets DPS and CDE expectations, However, is approaching expectations in overall student achievement-an absolute number. Merrill is committed to continuing growth progress while also meeting achievement expectations.

In relation to the state's growth expectations in the reading, writing, and math, as reflected by CSAP scores, the breakdown between ELL and non-ELL students shows how necessary it is for Merrill to implement programs to increase the overall academic success for ELLs and not just be satisfied with its high ELL growth numbers.

- The percent of non-ELL students who scored proficient on the reading CSAP ranged from 40-72%% for the three middle school grades, while the percent of ELL students who were proficient ranged from 7-30% across the three grades.
- The percent of non-ELL students who scored proficient on the writing CSAP ranged from 30-65% for the three middle school grades, while the percent of ELL students who were proficient ranged from 10-26% across the three grades.
- The percent of non-ELL students who scored proficient on the math CSAP ranged from 30-55% for the three middle school grades, while the percent of ELL students who were proficient ranged from 14-35% across the three grades.

Our science data has shown large improvement and has increased three of the last three years to 24% proficient or above.

Even though Merrill's overall ELL language growth has outpaced the rest of the state (see CELA results in the next paragraph) Merrill's academic performance data is skewed because 47% of the school is ELL students who, despite making above average progress in learning English, still can't access the testing language used by DPS's benchmark assessments and CDE's CSAP assessments in addition to in-class assessments.

On the positive side, Merrill shows high growth percentiles on the CELA, especially at 6th and 7th grades where there was an 14% and 15.5% increase over 2011 – 55% (6th) and 65% (7th) Median Growth Percentile.

In non-academic areas, Merrill has had notable success as it has worked hard to create a positive environment for its students and their parents/guardians.

- Student satisfaction has been about 85% for the past 3 years.
- Parent satisfaction has been above 83% for the past 3 years.
- School attendance has increased to approximately 93% percent over 2011. Merrill's goal is to get it to 95%.
- Use Title 1 dollars to mail home all academic information (test scores and report cards).

Priority Performance Challenges

After analyzing all the data available and analyzing the root causes behind the data, Merrill has determined that the following are the challenges and needs for the coming year.

Reading

1. Increase reading scores in all grades and in all subgroups
2. Improve the growth percentiles for students identified as minority.
3. Our priority areas of need are (as evidenced from TCAP data analysis):
 - Using the text to support the main idea
 - Determining the main idea
 - Use reading to solve problems and answer questions
 - Paraphrase, summarize, organize information in new ways
 - Strategies for accessing unfamiliar vocabulary
 - Determining author's purpose
 - Apply knowledge of literary techniques and use of terminology

Root Causes:

- We have not developed common strategies to support content and academic vocabulary development.
- Essential Learning Goals and progress monitoring tools were not consistently implemented in Language Arts or ELD classes.
- Insufficient time in master schedule for intervention classes focused on reading; lack of identification of students needing reading intervention classes.
- Inconsistency among ELD teachers with regard to the ELD curriculum and grade level expectations for ELL's
- No consistent, collaborative planning time for grade level and content area teachers.
- CSR strategies have not been internalized by students and applied to other content areas/readings. Strategies were not implemented school-wide or embedded into the curriculum. Teacher leaders were not fully trained to provide coaching

Writing

1. Increase writing scores in all grades and in all subgroups
2. Improve the growth percentiles for students identified as minority
3. Our priority standard needs are (as evidenced from CSAP data analysis):
 - Paragraph Writing
 - Note Taking and personal response to text

- Write in complete sentences for all classroom assignments
- Focus on conventions
- Organization of ideas

Root Cause:

- We have not developed common strategies to support content and academic vocabulary development
- A school wide structure for students to write frequently in all content areas and get feedback on a rubric has not been in place.
- Common writing rubrics (grade level and school-wide) have not been developed.
- Common school-wide graphic organizing tool (writing process/organizer) has not been agreed upon. Lacking consistency.
- Time and resources have not been allocated for teachers to identify essential learning goals or to modify curriculum to meet these goals.
- Progress monitoring tools were not consistently implemented in Language Arts

Math

1. Improve math achievement in all grades and subgroups
2. Improve median growth percentiles for students and subgroups
3. Our priority standard needs are (as evidenced from CSAP data analysis):
 - Using physical materials or pictures to demonstrate the meaning and equivalence of fractions and/or percent
 - Use concrete materials or pictures to explain how ratios, proportion, and percents can be used to solve real world problems.
 - Use the relationships among fractions, decimals and percent including the concepts of ratio and proportion in problem solving situations.
 - Using formulas and/or procedures to solve problems involving perimeter and area
 - Using number sense to estimate, determine, and justify solutions
 - Using tables, words, and symbols to represent , describe, and analyze geometric and algebraic patterns
 - Analyzing data and drawing conclusions to predict outcomes.
 - Identify and compare shapes using ratio, proportion or scale factor.

Root Causes:

- We have not developed common strategies to support content and academic vocabulary development in Math classrooms
- No consistent, collaborative planning time for grade level collaboration and department collaboration
- Essential Learning Goals and progress monitoring tools were not consistently implemented in Math classes.
- Insufficient time in master schedule for intervention classes focused on Math; lack of identification of students needing Math intervention classes

Science

Specifically, Merrill will focus

- Identifying appropriate metric units for length, temperature, mass and volume.
- Identifying the physical state of a given material and recognize that changes in the physical state do not change a substance's composition.
- Recognizing that the results of an experiment should be verified.

Spring 2013 Update

Merrill Middle School teachers meet three times a week in collaboration groups with a focus on Lesson Planning, Student Achievement and ELL Instructional Strategies. As we moved through the year our collaboration focus shifted from common assessments and ELG progress monitoring to a strong focus on Lesson Planning. A Horizontal Alignment Matrix was developed and implemented in February of 2013. This lesson design is a snapshot of the teachers' lesson with a focus on – Essential Learning Goal, Content Language Objective, Differentiation / Scaffolding, Student Communication and Collaboration and targeted writing activity. A second component of our collaboration time is weekly professional development on the best practices in English Language Acquisition. The focus of this professional development has been Content Language Objectives, Cultural Wheels, Activating and building prior knowledge and schema and differentiation / scaffolding instruction for all learners.

In January, 2013 all Merrill teachers were trained on the use of Thinking Maps. Thinking Maps is a language of eight visual patterns, each based on a fundamental thought process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools. Thinking Maps are used as a common visual language for applying and improving thinking processes, communicating ideas and points of view and generating sustainable solutions.

This summer, four Language Arts teachers and one Math teacher will attend a Pre-AP workshop with AP teachers from South High School and TJ High School. In addition, six teachers will attend the Advanced Placement Annual Conference with a focus on pre AP instructional strategies in Math, Language Arts, Science and Social Studies.

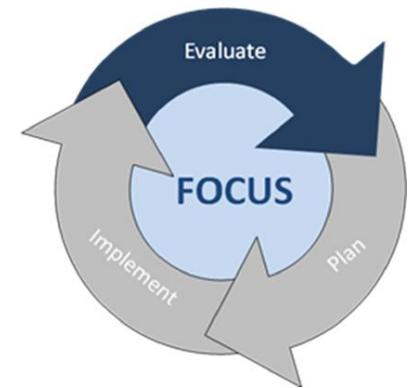
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will 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 – in each area where a priority performance challenge was identified; 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 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The need is immediate to improve reading scores for our students.	40%	46%	Interim Assessments – 3 x’s per year Scholastic Reading Inventory – CBLA - 3x’s per year Bi-Weekly Data reports from Imagine Learning and Achieve 3000	All content area teachers will increase frequency of writing and reading and provide students with feedback through the implementation of Collaborative Strategic Reading
		M	The need for improvement is immediate to increase Math for all students, ELL and non ELL.	32%	36%	Interim Assessments 3 x’s per year Essential Learning Goal progress monitoring. Weekly and Monthly	Teachers will use the ELG’s and formative assessments to monitor student progress toward mastery
		W	The need for Writing improvement is immediate. Our priority focus is to improve writing scores for all students.	31%	36%	Interim Assessment 3x’s per year	Language Arts teachers will use Backward Design to improve planning, effectiveness and instructional rigor. Social Studies, Science and Elective Teachers will focus on paragraph writing using a common rubric (Expository)
		S		22%	27%	Unit pre and post tests. Weekly assessment with progress monitoring.	Science teachers will use Backward Design to improve planning, effectiveness and instructional rigor.

							Teachers will use the ELG's and formative assessments to monitor student progress toward mastery
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Merrill needs to improve the growth percentiles for students identified as minority in reading.	65%	75%	Interim Assessments – 3 x's per year Scholastic Reading Inventory – CBLA - 3x's per year Bi-Weekly Data reports from Imagine Learning and Achieve 3000	All content area teachers will increase frequency of writing and reading and provide students with feedback through the implementation of Collaborative Strategic Reading
		M	Merrill needs to improve the growth percentiles for students identified as minority in math	65%	75%	Interim Assessments 3 x's per year Essential Learning Goal progress monitoring. Weekly and Monthly. Bi-weekly Intervention Data - ALEKS	Teachers will use the ELG's and formative assessments to monitor student progress toward mastery
		W	Merrill needs to improve the growth percentiles for students identified as minority in writing.	65%	75%	Interim Assessment 3x's per year Content Area – Expository Writing - progress monitoring 4x's before March	Language Arts teachers will use Backward Design to improve planning and effectiveness and instructional rigor. Social Studies, Science and Elective Teachers focus on Expository writing - 4 writing prompts prior to March
		ELP	Decrease the off-track percentage (7 th & 8 th)	ELL Hispanic (59% - 63 students) to 53 students		Essential Learning Goal progress monitoring.	Professional Development in ELL instructional

			<p>grade – 72%) in targeted subgroups:</p> <ul style="list-style-type: none"> • ELL Hispanic • ELL Somali 	ELL Somali (13% - 14 students) to 9		<p>Weekly and Monthly.</p> <p>Interim Assessments 3 x's per year</p>	<p>Strategies – weekly PD</p> <p>Develop consistent academic language practices school-wide</p> <p>Increased time for teacher collaboration</p> <p>Increased time in master schedule for targeted interventions.</p>
Academic Growth Gaps	Median Student Growth Percentile	R	<p>Increase the MGP for in targeted subgroups:</p> <ul style="list-style-type: none"> • ELL Hispanic • ELL Black 	<p>ELL Hispanic – 40%</p> <p>ELL Black – 57%</p>	<p>ELL Hispanic – 50%</p> <p>ELL Black – 67%</p>	<p>Interim Assessments – 3 x's per year</p> <p>Scholastic Reading Inventory – CBLA - 3x's per year</p> <p>Bi-Weekly Data reports from Imagine Learning and Achieve 3000</p>	<p>All content area teachers will increase frequency of writing and reading and provide students with feedback through the implementation of Collaborative Strategic Reading</p>
		M	<p>Increase the MGP in targeted subgroups:</p> <ul style="list-style-type: none"> • ELL Hispanic • ELL Black 	<p>ELL Hispanic – 39%</p> <p>ELL Black – 42.5%</p>	<p>ELL Hispanic – 44%</p> <p>ELL Black – 47%</p>	<p>Interim Assessments 3 x's per year</p> <p>Essential Learning Goal progress monitoring. Weekly and Monthly.</p> <p>Bi-weekly Intervention Data - ALEKS</p>	<p>Teachers will use the ELG's and formative assessments to monitor student progress toward mastery</p>
		W	<p>Increase the MGP in targeted subgroups:</p> <ul style="list-style-type: none"> • ELL Hispanic • ELL Black 	<p>ELL Hispanic – 65%</p> <p>ELL Black – 75%</p>	<p>ELL Hispanic – 65%</p> <p>ELL Black – 75%</p>		<p>All content area teachers will increase frequency of writing and reading and provide students with feedback through the implementation of</p>

							Collaborative Strategic Reading
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Improve student achievement in Reading, Writing and Math through consistent instructional practices.

Root Cause(s) Addressed:

- Time and resources have not been allocated for Language Arts and Math teachers to identify essential learning goals or create common formative assessments.
- Inconsistent school-wide writing strategies and use of common rubrics.
- Insufficient instruction and practice of CSR strategies (main idea, paraphrase the essential message in a text, analyze and breakdown the question).

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
 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)
School-wide implementation of Thinking Maps	January 2013	Leadership	Training and substitute costs – approximately \$6,000 plus substitute costs – 5 teachers 2 day training	-January 8 – March 1 st - teachers will introduce one of the 8 Thinking Maps each week in an instructional activity. -March 18 th – May 31 st – teachers will use all 8 Thinking Maps in an instructional activity. -Two times a month teachers will look at student work regarding Thinking Maps with their department and plan for instruction. -Two teachers will be trained in Thinking Maps and become building trainers	In Progress
Collaborative lesson planning and progress monitoring of ELG's in Math, Science, Social Studies and Language Arts	September - ongoing	Administration, Teacher Leaders	N/A	-Lesson Design / Horizontal Alignment Matrix	In Progress – HAM; Collaboration Reporting Tool in development
Professional development for teachers in UbD Lesson Design	January 2013 and on-going	Administration, TEC, Dean of	Building level resources for teacher collaboration	-Teachers will use UbD lesson design to create lesson plans which will be	In Progress

		Instruction, Teacher Leaders	(extra duty pay / substitute teacher cost)	loaded into a google doc by 4 pm each Friday beginning February 1 st Lesson Design will include: -Essential Questions -Content/Language Objective -Differentiation -Assessment - Thinking Maps/CSR	
A system of monthly teacher collaborative time (content area) to lesson plan for CSR and analyze student progress	September 2012 thru May 2013	Administration and CSR Coaches	DPS CSR coaches	-Progress monitoring protocol of learning logs to be developed by building coaches. -Analysis of student work to begin in January, 2013	Completed
Monthly CSR training for all Language Arts, Science and SS teachers. Focus: -Learning Log exemplars -Promethean – Flip Charts -Content embedded CSR strategies	September 2012 thru May 2013	CU and DPS Coaches	DPS and CU Coaches	-1 st Thursday of every month -Digital evidence from classroom observations – video clips of CSR implementation -All LA, Science and SS teachers will submit a portfolio of student learning logs in May (min of 6 student examples)	In Progress
Implementation of Achieve 3000 and targeted identification of students for the intervention (High Unsat and low PP as identified on TCAP)	September 2012 – May 2013	Administration: Amy Bringedahl, Satrina Chargualaf (November – Ernestina Masias)	License for Achieve 3000 – 100	-Students identified and placed into Achieve 3000. -Interim Assessment Data	Completed
Implementation of Imagine Learning and targeted identification of students for the intervention (Newcomer, level 1 and 2 ELL students as identified on CELA and teacher progress monitoring tool)	September 2012 – May 2013	Administration: Amy Bringedahl, Satrina Chargualaf	Licenses for Imagine Learning – 30 purchased – 36 given by the District	-Students identified and placed into Imagine Learning - Interim Assessment Data	Completed
School-wide Implementation of Accelerated Reader	September 2012 – May 2013	Brett Stringer and Michael Sterling	AR matching funds (books and technology). Library purchasing increased to \$3500	-STAR reading test; Diagnostic Report of 100% student participation	On-going
Implementation of ALEKs as an intervention tool. Targeted identification of students based on TCAP	September 2012 and on-	Math Department Chair	Purchase of ALEKs licenses	2 Teachers implement ALEKS with Progress Monitoring	Completed

(low PP and high Unsat).	going				
All core teachers will participate in two learning labs at GW, TJ or South High School in Honors and AP Courses	September 2012 – May 2013	Teacher Leaders and Department Chairs	Substitute Costs	-1 st learning lab scheduled in Nov and December 2012. 2 nd Learning Lab scheduled in April -All teachers will submit a reflection following each learning walk. This will include next steps for classroom instruction – one strategy for implementation	In Progress
ELO – Extended Learning Day for the 2012-2013 school year to increase student opportunity for intervention classes, enrichment and accelerated classes.	2012-2013	Administration, Teacher Leaders, Intervention Teaches	Extra Pay for teachers who opted into the ELO – approximately \$5400 per teacher	-All core teachers (who opted into the ELO) are on an Extended Learning Day (1 hour added to the school day – 7:45 – 3:45) -Schedule allows for up to 200 seats in a Reading Intervention or Enrichment. -Schedule allows for up to 145 seats in a Math Intervention or Enrichment.	Completed

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Increase teacher knowledge, utilization of best instructional practices in English Language Acquisition

Root Cause(s) Addressed:

- We have not developed common strategies to support content and academic vocabulary development.
- Essential Learning Goals and progress monitoring tools were not consistently implemented in ELD classes.
- Inconsistency among ELD teachers with regard to the ELD curriculum and grade level expectations for ELLs.
- Research based instructional strategies for English Language Learners were not implemented school-wide.

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
 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)
Pd for all teachers in Sheltered English Instructional Strategies, Discourse Features, Discourse Patterns Instructional strategies such as; activating and building prior knowledge and schema, key vocabulary, repetition, use of gestures, visuals, realia, manipulatives, lesson preparation such as content/language objectives, a variety of questions or tasks that promote higher-order thinking skills (tied to bloom's taxonomy and Costa's levels of questioning strategies) scaffolding and teacher modeling, culture wheel, think-pair-share	2012-2014	ELL Dean of Instruction and ELL TEC	District funded positions	-PD ELL Focus Plan for the year developed based on McCrel Data. -Instructional strategies implemented in the classroom as evidenced by progress monitoring tool for admin to use to track implementation.	In Progress PD on Instructional Strategies: -activating and building prior knowledge and schema - content/language objectives - culture wheel -Differentiation/Scaffolding
Ongoing PD on WIDA standards and progress monitoring toward WIDA (reading and writing)	2012-2014	ELL Dean of Instruction and ELL TEC	District funded positions	-ELL Dean and TEC to develop monitoring tool for WIDA standards -Content and Elective Teacher Checkpts on student progress – January, March and May	In Progress

Major Improvement Strategy #3: Parent Involvement and Communication

Root Cause(s) Addressed:

- Merrill does not have full parent representation on the PTO that helps support parent involvement.
- The school does not have a regular form of communication to all of our international parents (25 different languages and dialects are spoken at Merrill)
- Lack of opportunities for parents to be involved with and participate.

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
 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	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
School will work with current PTO to develop a parent group reflective of our international population that will promote the school and work with community members	August - May	Principal and PTO President	School Marketing Funds	Scheduled meetings and agendas
Create parent workshops to support parents in preparing their children for middle school and supporting CSR in the home	August – May 1 time per month	CSR Family Liaison	District Funded	Agendas and number of parents attending the parent workshops.
Work with Padres Unidos to increase involvement of ELL parents in the school	August 2012-on-going	Padres Unidos collaborator (Winter Torres)	District Funded	Agenda and number of parents attending parent workshops and school events (baseline data to be collected during the 2012-2013 school year)

Title I Accountability Provision #1: Engage parents as academic partners

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Back to School Night held by the first of September to inform parents of school and classroom expectations as well as to meet the school personnel.	September 2012	All staff	Local funds for printing and Advertising costs	Back to School Night was held on September 12, 2012
Progress reports will be sent home with students every four weeks to inform them of their child's progress.	2012-13 school year	All staff	Local funds for printing	Progress reports will be sent home to parents at 6 week intervals; October 10, November 27 (T1 Reports), January 23, March 8 (T2 Reports), April 24, June 6 (T3 Reports)

Provide access to and encourage parents to use the Parent Portal (our internet data system) to check on student attendance and academic progress.	2012-13 school year	All staff	None	Parents were given access information during registration. Reminders are sent home to parents in our newsletter and on the phone dialer that the Parent Portal is available for their use to track their student's progress.
Schedule PAC meetings for our international population to increase involvement of our minority parents. Meetings will be held four times a year.	2012-13 school year	Counselor, Social Worker, ELA Department, ELA Paras and Administration	Local Funds- CSR Funds	PAC is held four times per year; September 12, November, January, May 1, 2013
Weekly IC messenger will be used each Friday to inform families of important school activities and information. Information will be posted on the website	2012-13 school year	All staff, PTO, clerical staff		Weekly IC messenger will be used each Friday.
Have all important school information available to parents in both English, Spanish, Arabic, Nepalese, and Somali	2012-13 school year	District translation office, clerical staff	None	Information will be sent to the District for translation as needed throughout the school year.
Hold and market parent teacher conferences each semester to discuss progress of their student	October and February ongoing	All staff	None	Conferences with parents regarding student progress. October 22, 24; February 21

Title I Accountability Provision #2 : Merrill Middle School will ensure that all students are taught by highly qualified teachers.

School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school wide 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
The school and District will monitor the certification of all teachers to ensure that all are highly qualified.	Ongoing as necessary	District, Administration, Personnel Committee	None	100% of the teaching staff are highly qualified for their content area(s).
The administrative staff and Personnel Committee will work with the District to attract and maintain high-quality and highly qualified teachers.	Ongoing	Principal, District Administration, Personnel Committee	None	All vacant positions will be filled in a timely manner with highly qualified teachers.
Science, Language Arts and Math teacher will use CSR strategies to support students in reading and writing.	August 2012 – May 2014	I3 Coach Parent liaison	I3 Grants	School received grant to support ELL students.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	See Data Narrative, Section 3 – page 15, paragraph 1
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	See Data Narrative, Section 3, page 15-17 See Improvement Strategy 1,2 (Professional Development for building staff) See Improvement Strategy 4, Parent Engagement
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	See Major Improvement Strategy 1,2,3; pages 24-29

All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Section IV - Title I Accountability Provision #2; page 31

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Section IV, Major Improvement Strategy Page 24-27 Data Narrative page 15
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	N/A
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Data Narrative, page 15 Major Improvement Strategies #1,2,3, page 24-27
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	Major Improvement Strategies #1,2,3, 4 page 24-28