

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **5826**      School Name: **MERRILL MIDDLE SCHOOL**      Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

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

English/language arts achievement at all three grade levels shows that fewer than half to two-thirds of the students met or exceeded grade-level performance expectations on the 2015 CMAS.

Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.

Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their non-identified peers in both English/language arts and mathematics on the 2015 CMAS.

##### Why is the school continuing to have these problems?

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

Teachers lack a deep understanding about how to analyze and make appropriate instructional shifts based on data.

Teachers have not had adequate professional development to build their capacity in the skills to enact changes within the classroom based on information from the data.

Teachers have not consistently incorporated academic language instruction within the classroom.

There are varying levels of best instructional practice within classrooms.

Collaborative lesson planning is at the surface level. Movement to deep planning that includes detailed, specific instructional plans that take into account CCSS and reflect shifts in instruction to address feedback from data have not yet occurred.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

**Major Improvement Strategy #1:** Create a consistent and coherent instructional culture that is focused on teacher mastery of instructional best practices.

**Major Improvement Strategy #2:** Increase rigor of instruction through deepening teachers' understanding of standards and implementation of data driven instruction (DDI).

**Major Improvement Strategy #3:** Increase and support students and community engagement, most specifically for Merrill's English Language Learner (ELL) population, through the building of structures and systems.

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

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

**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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

**Improvement Plan Information**

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

State Accreditation    
  Title I Focus School    
  Tiered Intervention Grant (TIG)    
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant    
  READ Act Requirements    
  Other: \_\_\_\_\_

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

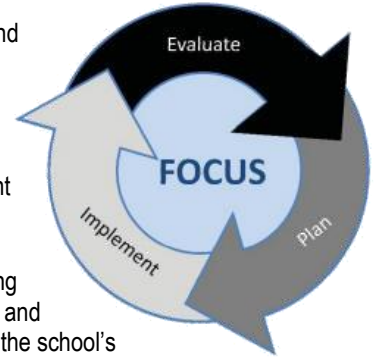
1	Name and Title	Amy Bringedahl, Principal
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### Section III: Narrative on Data Analysis and Root Cause Identification

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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 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.

<p><b>Description of School Setting and Process for Data Analysis:</b> 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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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 strategy(s) is encouraged.</p>
<p><b>School Setting, Demographics, and Process for Data Analysis</b> Merrill Middle School is a vibrant school community located in Southeast Denver. The blend of cultures and the intentional use of a variety of educational experiences make this a great place for students and adults to learn and grow.</p> <p>Merrill is a very unique school that “engages, encourages and empowers every student to be an independent, critical thinker in a collaborative community.” To better serve the</p>				

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needs of our students, in 2014, our staff voted to extend our day by an hour. This extension allows for us to provide more course options that fit the requirements to both extend and enrich learning opportunities. By extending our day, we have expanded our course offerings by adding reading, writing, and math interventions; and both academic and cultural enrichment classes. For example, we offer robotics, biology/physics, financial literacy, French, Merrill TV News, and longboarding. We are very proud of our students, our teachers, and the community; we celebrate them all whenever we can.

Merrill Middle School is a diverse, international school. We serve students from all over the world, as well as students from the neighborhood. As of the 2015 October Count, Merrill has an enrollment of 551 students with the following demographic breakdown: 4% Asian/Pacific Islander; 14% Black; 36% Hispanic; and 43% white. 38% of Merrill's students are identified as English Language Learners (ELLs). There are currently over 15 languages and dialects spoken in the building, including Spanish, Vietnamese, Mandarin Chinese, Arabic, Russian, Tigrinya, Swahili, Somali, and Karen. 12.5% of Merrill's students qualify for special education services and have an IEP. This school year, 59% of Merrill's students qualify for free/reduced lunch.

See and hear more about the tremendous offerings at Merrill here: <https://vimeo.com/54954537>

### **UIP Planning Process**

Merrill Middle School is committed to collecting, analyzing, processing, and disseminating data through a systemic course of action that targets all grades and content areas. All educational building staff members contributed to the data process through a shared vision of student growth and raised expectations. All areas of standardized assessment were used in our data analysis, including CMAS, ACCESS, DPS Interim Assessments, and historical TCAP data. Our Data Implementation Team (Principal, Assistant Principal, Administrative Assistants) used this data to determine current ability levels of our students and then disseminated the results to all building educational staff. This data determined our priority needs and uncovered our root causes. Finally, to develop the Unified Improvement Plan, the Administrative Leadership Team, Collaborative School Committee (CSC), and School Improvement Partner, looked at the data and developed out priority needs.

Merrill has demonstrated steady growth in the last years in the areas of math and literacy. As we move forward, we will raise expectations as we will build on established professional development systems and focus on specific academic needs to close learning gaps. Merrill has shown the community, Denver Public Schools, and the Colorado Department of Education, 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.

### **Trend Analysis, Priority Performance Challenges, and Root Cause Analysis**

During the 2014/15 school year, Merrill's students took the CMAS test for literacy and mathematics for the first time, which means that "trend data" will not be available until after the next assessment is given in spring 2016. As of the most recent School Performance Framework (SPF) in 2014, Merrill was rated as **meeting expectations**.

### **English/Language Arts (ELA) Achievement Data**

At 35.9%, just over one-third of Merrill's total student population met or exceeded expectations on the English/language arts CMAS.

When disaggregating the data by grade-level, we found large percentages of students who did not meet or exceed the grade-level standards. In 6<sup>th</sup> grade, 64.7% of the students did not meet the standards expectations, while in 7<sup>th</sup> grade it was 57.4%, and 70.5% in 8<sup>th</sup> grade. When looking at the data for those who did exceed the grade-level expectations, the largest percentage was found within 7<sup>th</sup> grade, where just over 20% of the students scored in this domain. This data is markedly better than that over the other two grades: 6<sup>th</sup> was

at just over 8% exceeding, and 8<sup>th</sup> grade was at 4.8%.

Race/ethnicity data gaps are the largest when comparing the percentage of students of color who did not or only partially met expectations (52.2%) versus that of white students (23.6%), which is a 29-percentage point gap. The data for ELLs, students on an IEP, and those who are FRL eligible also demonstrate large performance gaps. These trends are mirrored in district and state results.

Using this data, we have identified two **Priority Performance Challenges**:

1. English/language arts achievement at all three grade levels shows that fewer than half to two-thirds of the students met or exceeded grade-level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their non-identified peers in English/language arts on the 2015 CMAS.

One primary **root cause** for this data is that, even though they understand the data analysis process, teachers are still in the “development” stage when it comes to closing the data loop (meaning: using the data to effectively inform and change instructional practices). Teachers were not able to make comprehensive instructional decisions because many of them lacked the skills to identify and address areas of concern within their own teaching, hence an additional **root cause** of varying levels of best instructional practice within our classrooms. We were able to verify this root cause by using DPS’s teacher performance framework (LEAP) data, which showed us that our school’s average was 4.27, which is “high approaching” within instructional practice areas at the end of the 2014/15 school year. Verification was also possible through the analysis of data team meeting notes and effectiveness rubrics.

We know that another **root cause** for Merrill’s English/Language Arts data is that collaborative lesson planning has remained at the surface level and lacks the hallmarks of deep planning, including detailed, specific instructional plans that take into account Common Core State Standards. Intentional, collaborative lesson planning with adjustments based on data analysis as the focal point will help address the instructional areas that need more attention. Another **root cause** is that there are varying levels of best instructional practice within classrooms. This aspect is important, as the intentionality of instructional practice is vital to the improvement of achievement among our most struggling populations. Differentiated instruction that incorporates sheltering for our ELLs, and culturally responsive strategies for our diverse community of learners will help to affect change. We have verified these root causes because School Leadership (Principal, Assistant Principals, Administrative Assistants, and Teacher Leaders) have been present during collaborative planning and were able to observe the depth with which planning was occurring. Frequent classroom visits (using the DPS LEAP Performance Framework) have also provided us with data about the depth of planning and the effectiveness of instructional practice.

### **Mathematics Achievement Data**

At 31.9%, just below one-third of Merrill’s total student population met or exceed expectations on the math CMAS.

When disaggregating the data by grade-level, we found the largest disparity in scores within 8<sup>th</sup> grade student who did not yet meet expectations. At 25% and 27.7%, this rate was higher than that of 6<sup>th</sup> (17.8%) and 7<sup>th</sup> (12.7%) grades. Race/ethnicity data gaps are the largest when comparing the percentage of students of color who did not or only partially met expectations (59.5%) versus that of white students (25.6%), which is a 34-percentage point gap. The data fro ELLs, students on an IEP, and those who are FRL eligible also demonstrate large performance gaps. These trends are mirrored in district and state results.

Using this data, we have identified two **Priority Performance Challenges**:

1. Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.



## 2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their non-identified peers in mathematics on the 2015 CMAS.

One primary **root cause** for this data is that, even though they understand the data analysis process, teachers are still in the “development” stage when it comes to closing the data loop (meaning: using the data to effectively inform and change instructional practices). Teachers were not able to make comprehensive instructional decisions because many of them lacked the skills to identify and address areas of concern within their own teaching, hence an additional **root cause** of varying levels of best instructional practice within our classrooms. We were able to verify this root cause by using DPS’s teacher performance framework (LEAP) data, which showed us that our school’s average was 4.27, which is “high approaching” within instructional practice areas at the end of the 2014/15 school year. Verification was also possible through the analysis of data team meeting notes and effectiveness rubrics.

We know that another **root cause** for Merrill’s math data is that collaborative lesson planning has remained at the surface level and lacks the hallmarks of deep planning, including detailed, specific instructional plans that take into account Common Core State Standards. Intentional, collaborative lesson planning with adjustments based on data analysis as the focal point will help address the instructional areas that need more attention. Another **root cause** is that there are varying levels of best instructional practice within classrooms. This aspect is important, as the intentionality of instructional practice is vital to the improvement of achievement among our most struggling populations. Differentiated instruction that incorporates sheltering for our ELLs, and culturally responsive strategies for our diverse community of learners will help to affect change. We have verified these root causes because School Leadership (Principal, Assistant Principals, Administrative Assistants) have been present during collaborative planning and were able to observe the depth with which planning was occurring. Frequent classroom visits (using the DPS LEAP Performance Framework) have also provided us with data about the depth of planning and the effectiveness of instructional practice.

### **Science Achievement Data**

21% of Merrill’s 8<sup>th</sup> graders in 2015 showed strong or distinguished command of the standards on the science CMAS. The 2015 data is very close to that of the data from 2014, with fewer than a quarter of the students scoring in the strong/distinguished categories. In both years, more than half of the 8<sup>th</sup> graders tested at the limited command level for science standards achievement. Merrill’s data is reflective of the district and other large district’s average scores.

### **ACCESS Growth Data**

Even though there was a 25-percentile decrease from 2014 to 2015, Merrill’s 6<sup>th</sup> graders are outperforming the district’s 6<sup>th</sup> graders by 3.5 percentiles and are still meeting district expectations (which is a minimum MGP of 50). 7<sup>th</sup> grade students, at 54 MGP, outperformed the district average of 51 MGP. Merrill’s 8<sup>th</sup> grade ELLs outperformed the district average by 9 percentiles. With an overall MGP of 60, Merrill is just 5 percentile points away from distinguished status. When looking at the trajectory data for each Level, we see that our Level 2 and Level 4 (year 1) students did not achieve at the same rate as our other ELLs, which will focus our plan for adjustments this school year.



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	CMAS: N/A	See Worksheet #2 for CMAS status data.	Targets were not met at each ACCESS Level due to a lack of collaboration among ELD teachers and also the lack of a strong progress monitoring tool to track student growth.
Academic Growth	CMAS: N/A  ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	CMAS growth data will be available during the 2016/17 school year.  Of those students who had at least two years of testing data on ACCESS: Level 1: N/A Level 2: 22% met the target Level 3: 74% met the target Level 4 (year 1): 0% met the target Level 4 (year 2): 71% met the target Level 5: 100% met the target Overall: 36% of Merrill's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	
Academic Growth Gaps	CMAS: N/A	CMAS growth gap data will be available during the 2016/17 school year.	

## 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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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><b>CMAS</b> <b>English/language arts (ELA)</b> Participation Rate: 96.6%</p> <table border="1"> <thead> <tr> <th></th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>17.9%</td> <td>18.5%</td> <td>28.3%</td> <td>27.2%</td> <td>8.1%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>21.8%</td> <td>17.2%</td> <td>18.4%</td> <td>22.4%</td> <td>20.1%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>34.9%</td> <td>13.9%</td> <td>21.7%</td> <td>24.7%</td> <td>4.8%</td> </tr> <tr> <td>All Grades</td> <td>24.8%</td> <td>15.6%</td> <td>22.8%</td> <td>24.8%</td> <td>11.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Approaching or above</th> <th>Met or above</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>63.6%</td> <td>35.3%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>60.9%</td> <td>42.5%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>51.2%</td> <td>29.5%</td> </tr> <tr> <td>All Grades</td> <td>58.7%</td> <td>35.9%</td> </tr> </tbody> </table>		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 <sup>th</sup>	17.9%	18.5%	28.3%	27.2%	8.1%	7 <sup>th</sup>	21.8%	17.2%	18.4%	22.4%	20.1%	8 <sup>th</sup>	34.9%	13.9%	21.7%	24.7%	4.8%	All Grades	24.8%	15.6%	22.8%	24.8%	11.1%		Approaching or above	Met or above	6 <sup>th</sup>	63.6%	35.3%	7 <sup>th</sup>	60.9%	42.5%	8 <sup>th</sup>	51.2%	29.5%	All Grades	58.7%	35.9%	<p>English/language arts achievement at all three grade levels shows that fewer than half to two-thirds of the students met or exceeded grade-level performance expectations on the 2015 CMAS.</p> <p>Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.</p> <p>Subgroup (ELL, IEP,</p>	<p>Teachers lack a deep understanding about how to analyze and make appropriate instructional shifts based on data.</p> <p>Teachers have not had adequate professional development to build their capacity in the skills to enact changes within the classroom based on information from the data.</p> <p>Teachers have not effectively used the CCSS-aligned curriculum which highlights the instruction of academic language</p>
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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
	<b>Free/Reduced Lunch</b>	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	FRL	35.4%	20.5%	22.6%	17.9%	3.6%		
	Non-FRL	4.5%	9%	23.3%	37.9%	25.4%		
	<p><b><u>CMAS ELA Trend Statements</u></b></p> <p>In 14/15, the overall percentage of 6-8 students meeting/exceeding in ELA was 35.9%. This is slightly better than the district's 6-8 results of 35.1%, but below the state's outcome of 40.3% meeting and exceeding grade-level performance expectations.</p> <p>In 14/15, the overall percentage of 6-8 students approaching or above in ELA was 58.7%. This is on track with the district's results, where 58.9% of the 6-8 students scored approaching or above. Merrill showed slightly less proficiency than the state, where 67.1% of the 6-8 students were approaching or above.</p> <p>In 14/15, the overall percentage of 6-8 students not yet meeting expectations on ELA CMAS assessments was 63.2%. This is similar to the district's results, where 64.9% of the 6-8 students did not meet grade-level performance expectations. Merrill showed slightly less proficiency than the state, where 59.7% of the 6-8 students did not meet expectations.</p>							
	<b>Mathematics</b>							
	Participation Rate: 95.1%							
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	6 <sup>th</sup>	17.8%	25.3%	24.7%	29.9%	2.3%		
7 <sup>th</sup>	12.7%	32.5%	22.3%	27.7%	4.8%			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	8 <sup>th</sup> Graders- All Tests	25.0%	26.8%	17.1%	29.9%	1.2%		
	8 <sup>th</sup> Grade Test Only	27.7%	29.7%	18.9%	23.0%	0.7%		
	All Grades	18.5%	28.2%	21.4%	29.2%	2.8%		
		Approaching or above	Met or above					
	6 <sup>th</sup>	56.9%	32.2%					
	7 <sup>th</sup>	54.8%	32.5%					
	8 <sup>th</sup> Graders- All Tests	48.2%	31.1%					
	8 <sup>th</sup> Grade Test Only	42.6%	23.6%					
	All Grades	53.4%	31.9%					
		<b>Race/Ethnicity</b>	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations		
	Asian	17.5%	30%	25%	25%	2.5%		
	Black	34.6%	37.2%	16.7%	11.5%	0%		
	Hispanic	18.5%	40.4%	20.8%	19.1%	1.1%		
	Students of Color	22.4%	37.1%	19.5%	19.8%	1.3%		
	White	12%	13.6%	24.6%	44.5%	5.2%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	<b>English Language Learner (ELL)</b>							
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	38.5%	43.9%	12.2%	5.4%	0%		
	Redesignated/Exited	6.1%	29.3%	31.7%	28%	4.9%		
	Non-ELL	11.3%	19.3%	23.4%	42.3%	3.6%		
	<b>Individualized Education Plan (IEP)</b>							
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	32.4%	42.6%	13.2%	11.8%	0%		
	Students without IEP	16.3%	25.9%	22.7%	31.9%	3.2%		
	<b>Free/Reduced Lunch</b>							
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	FRL-eligible	25.4%	37.7%	18.9%	16.8%	1.2%		
	Non-FRL	4.7%	9.4%	26.5%	53.5%	5.9%		
<b><u>CMAS Mathematics Trend Statements</u></b>								
In 14/15, the overall percentage of 6-8 students meeting or exceeding grade-level expectations in								

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
	<p>mathematics was 31.9%. This slightly better than the district's results, where 27.5% of 6-8 students met or exceeded the expectations.</p> <p>In 14/15, the overall percentage of Merrill's 6-8 students who scored approaching or above was 53.4%. This is exactly that of the district's results of 53.4%.</p> <p>In 14/15, the overall percentage of Merrill's 6-8 students not yet meeting grade-level expectations on the mathematics CMAS assessment was 68.1%. This is better than that of the district, where 72.4% of 6-8 students did not meet the grade level expectations.</p> <p><b>Science</b></p> <table border="1" data-bbox="289 683 1192 862"> <thead> <tr> <th></th> <th colspan="2">Limited Command</th> <th colspan="2">Moderate Command</th> <th colspan="2">Strong Command</th> <th colspan="2">Distinguished Command</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8<sup>th</sup></td> <td>55%</td> <td>55%</td> <td>24%</td> <td>19%</td> <td>18%</td> <td>21%</td> <td>1%</td> <td>-</td> </tr> </tbody> </table> <table border="1" data-bbox="289 911 823 1089"> <thead> <tr> <th></th> <th colspan="2">Moderate or Above</th> <th colspan="2">Strong or Above</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8<sup>th</sup></td> <td>42%</td> <td>40%</td> <td>18%</td> <td>21%</td> </tr> </tbody> </table> <p><b><u>CMAS Science Trend Statements</u></b></p> <p>Results within each performance indicator did not have notable variations between the 2014 and 2015 assessment of Merrill's 8<sup>th</sup> graders.</p> <p>In 14/15, the overall percentage of Merrill 8<sup>th</sup> grade students at strong/distinguished command was 21%. This is above the district result of 19.1%, but below the state's result of 26.3%.</p> <p>In 14/15, the overall percentage of Merrill 8<sup>th</sup> grade students at moderate command or above was 40%. This is below the district's results, where 45% were moderate or above, and below the state's results, where 57% were at moderate or above.</p>		Limited Command		Moderate Command		Strong Command		Distinguished Command			2014	2015	2014	2015	2014	2015	2014	2015	8 <sup>th</sup>	55%	55%	24%	19%	18%	21%	1%	-		Moderate or Above		Strong or Above			2014	2015	2014	2015	8 <sup>th</sup>	42%	40%	18%	21%		
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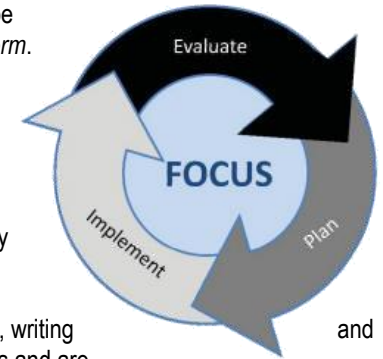
## Section IV: Action Plan(s)

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

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA English/language arts achievement at all three grade levels shows that fewer than half to two-thirds of the students met or exceeded grade-level performance expectations on the 2015 CMAS.  Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their non-identified peers in English/language arts on the 2015 CMAS.	Overall status on CMAS will move from 35.3% met or above to 43%.	Overall status on CMAS will move from 43% met or above to 51%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	<p><b>Major Improvement Strategy #1:</b> Create a consistent and coherent instructional culture that is focused on teacher mastery of instructional best practices.</p> <p><b>Major Improvement Strategy #2:</b> Increase rigor of instruction through deepening teachers' understanding of standards and implementation of data driven instruction (DDI).</p> <p><b>Major Improvement Strategy #3:</b> Increase and support students and community engagement, most specifically for Merrill's English Language Learner (ELL) population, through the building of structures and systems.</p>
		M Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level	Overall status on CMAS will move from 31.9% met or above to 39%.	Overall status on CMAS will move from 39% met or above to 47%.	District interim assessments Curricular: End of Unit assessments	

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			performance expectations on the 2015 CMAS.  Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their non-identified peers in mathematics on the 2015 CMAS.				<b>Major Improvement Strategy #2:</b> Increase rigor of instruction through deepening teachers' understanding of standards and implementation of data driven instruction (DDI).  <b>Major Improvement Strategy #3:</b> Increase and support students and community engagement, most specifically for Merrill's English Language Learner (ELL) population, through the building of structures and systems.
			S		Overall status on CMAS will move from 21% strong or above to 26%.	Overall status on CMAS will move from 26% strong or above to 31%.	District interim assessments
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined once CMAS 2016 data are released.				
		M					
		ELP	Overall ACCESS MGP of 62.	Overall ACCESS MGG of 65.	Curricular: End of Unit eAssessments		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	To be determined once CMAS 2016 data are released.				
		M					

### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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:** Create a consistent and coherent instructional culture that is focused on teacher mastery of instructional best practices.

**Root Cause(s) Addressed:** Teachers lack a deep understanding about how to analyze and make appropriate instructional shifts based on data. Teachers have not had adequate professional development to build their capacity in the skills to enact changes within the classroom based on information from the data. Teachers have not consistently incorporated academic language instruction within the classroom. There are varying levels of best instructional practice within classrooms. Collaborative lesson planning is at the surface level. Movement to deep planning that includes detailed, specific instructional plans that take into account CCSS and reflect shifts in instruction to address feedback from data have not yet occurred.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
<b>Summer Professional Development</b> Staff returns to school a week early for (an additional 34 hours) professional development, lesson planning, and training on school systems and structures.  <i>Teach Like a Champion (TLaC) strategies (Tight Transitions, Cold Call, Binder Control, Sweat the Details, Strong Voice)</i>	Week of 8/10/15: teachers return for additional PD	Week of 8/6/16: teachers return for additional PD	Principal Assistant Principal Administrative Assistants (AAs)	Building-level resources (extra pay for 38 teachers approximately \$32,000.00)	Principal, Assistant Principal, and AAs will monitor and measure effectiveness via: -Daily walk-throughs of the school during the first two weeks of school to observe school culture and to calibrate expectations among administration and staff. - October analysis of videos clips from classrooms showing TLaC strategy implementation.	Completed

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<p>Collaborative Lesson Planning - Unpacking Unit 1</p> <p>Supporting the Whole Child: Advisement, Personal Success Factors, Restorative Practices, Cultural Responsiveness</p>						
<p><b>Facilitated Lesson Planning</b></p> <p>Collaborative lesson planning and daily lesson plans in all math, language arts, science, and social studies courses in order to ensure lessons and exit tickets are rigorous and aligned to standards and the LEAP framework.</p> <p>Teachers meet daily for content/grade-level collaboration, and to complete online lesson planning grid.</p>	<p>8/15: Lesson plan template rolled out</p> <p>8/15: Administration meetings to calibrate on lesson plan feedback</p> <p>9/15: Template adjusted based on teacher feedback</p> <p>1/16: Lesson plan expectations reset</p>	<p>8/16: New teacher and veteran teacher lesson plan rollout</p>	<p>Principal Assistant Principal AAs Teacher Effectiveness Coach (TEC) Teacher Leaders Teachers</p>	<p>Building-level resources for teacher collaboration (extra duty pay / substitute teacher cost as needed not to exceed \$3,000.00)</p>	<p>Principal, Assistant Principal, AAs, and TLs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Weekly planning feedback they will provide during collaborative planning.</li> <li>-Bi-weekly feedback they will provide as a part of the observation/feedback coaching cycle.</li> <li>-Weekly classroom walkthroughs to verify lesson plan implementation and grade-level lesson alignment.</li> <li>-Twice monthly review of depth and quality of lesson plans using a rubric modified from Uncommon Schools.</li> </ul>	<p>In progress</p>
<p><b>Teacher Leaders (TLs)</b></p> <p>Distributive leadership using identified Teacher Leaders, who are trained in DPS LEAP teacher effectiveness framework, complete classroom observations, and coach fellow teachers on improving and refining instructional best practices.</p> <p>Teacher Leaders receive bi-monthly</p>	<p>8/15-9/15: LEAP scoring calibration with administration and TLs</p> <p>9/15: TL professional development begins</p>	<p>8/16-9/16: LEAP scoring calibration with administration and TLs</p> <p>9/16: TL professional development begins</p>	<p>Teacher Leaders Principal Assistant Principal DPS Teacher Leader Capacity Partner</p>	<p>Building-level resources for PD and class coverage not to exceed \$2,500.00</p>	<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>- Calibration of instructional practices through observation and conversation with coaching team on a bi-monthly basis.</li> <li>-Quarterly review of LEAP scores of teachers who are receiving coaching from TLs.</li> <li>-Analysis of end of year survey of teachers</li> </ul>	<p>In progress</p>

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<p>professional development focused on 6 Steps to Feedback, LEAP, and conducting difficult conversations. Principal and Leadership Team conduct all training.</p> <p>Teacher Leaders receive weekly coaching on their observation/feedback practice by School Leadership team.</p>					<p>and TLs that solicits feedback about the program.</p>	
<p><b>Thinking Maps</b></p> <p>Targeted implementation of Thinking Maps as a way to bolster students' critical-thinking.</p> <p>All teachers have visual evidence posted within the classroom or evidence within student binders for students to reference.</p> <p>Core content-area teachers required to incorporate specific Thinking Maps in each lesson each week during the first eight weeks of the school year and used at least once a month during the school year.</p> <p>Professional development training on the use and implementation of Thinking Map that will support claim-evidence-reasoning writing and close reading.</p>	<p>8/15: New teachers trained on using Thinking Maps</p> <p>4/16: Staff creates common Thinking Maps "look fors" based on exemplar student samples</p>	<p>8/16: New teachers trained on using Thinking Maps</p>	<p>Teachers Teacher Leaders Principal Assistant Principal AAs TEC</p>	<p>Building-level resources</p>	<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Classroom walkthroughs and lesson plan review to ensure inclusion of appropriate Thinking Maps - three times a year in March, April and May.</li> </ul>	<p>In progress</p>
<p><b>CER Writing Structure</b></p> <p>School-wide training and implementation of <i>claim-evidence-reasoning</i> writing structure, which will be embedded into lesson plans. Teachers will also focus on using this structure to bolster student achievement</p>	<p>10/15: Differentiated training for all teachers on the CER writing strategy</p>	<p>8/16: On boarding of CER writing strategy for all new staff</p>	<p>TEC Teacher Leaders Teachers</p>	<p>Building-level resources for teacher collaboration (extra duty pay / substitute teacher cost</p>	<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Review of lesson plans and classroom observations to see evidence of CER strategy work to happen in April.</li> <li>-Stack audits of CERs (to look at both the quality of the prompts and the depth/quality</li> </ul>	<p>In progress</p>

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<p>on the written portions of CMAS and ACCESS by aligning their instructional practice to exemplars/released items from each.</p>	<p>4/16: PD on ELL writing strategies and student work product</p>			<p>not to exceed \$1,500.00)</p>	<p>at which Ss are answering them) will be completed three times a year to collect info about changes to PD and support needed for teachers.</p>	
<p><b>Reading and Vocabulary Strategies</b> School-wide training and implementation of close reading strategies, which focus on how to help students access complex text via annotation and intentional questions. Intentional work on vocabulary development within ELD classrooms in order to bolster students' understanding and use of vocabulary that they will use for effective academic learning and classroom participation. ELD Teachers will incorporate SERP Word Generation and root word development. Strategy work embedded weekly in lesson plans.</p>	<p>8/15: All staff trained on close reading strategies  4/21/16: Full staff PD on ELL writing strategies</p>	<p>8/16: All staff trained on close reading strategies</p>	<p>AAs TEC Reading Interventionist Teachers</p>	<p>Building-level resources for teacher collaboration (extra duty pay/substitute teacher cost not to exceed \$1,200.00)</p>	<p>Principal, Assistant Principal and AA will monitor and measure effectiveness via: -Weekly checks of lessons plans to observe for inclusion of reading strategies. -Bi-weekly classroom observations/video protocol and feedback with both an administrator and/or TL. -With language arts teachers, monthly analysis of Scholastic Reading Inventory (SRI) for Read ACT students and STAR reading assessment with Accelerated Reader (AR) test data. Adjustments in instruction and grouping based on these results.</p>	<p>In progress</p>
<p><b>High-Impact Instructional Moves</b> Based on data from classroom observations, teachers receive differentiated professional development to improve their instructional practice. Strategy work is from <i>Teach Like a Champion</i> and instructional moves from work with the Early College grant partners.</p>	<p>8/15: All staff trained on TLaC strategies  8/15-9/15: Early College Writing to Learn PD  3/16: School Leadership Team finalizes Merrill's TLaC classroom "look fors"</p>	<p>8/16: All staff trained on TLaC strategies</p>	<p>TEC Reading Interventionist Early College Coaches Teachers</p>	<p>Building-level resources for teacher collaboration (extra duty pay / substitute teacher cost - approximately \$32,000.00)</p>	<p>Principal, Assistant Principal, AAs, and TLaC will monitor and measure effectiveness via: -Analysis of LEAP I2—Rigorous Tasks data three times a school year. -Bi-monthly review of Merrill's Teacher Coaching tracker, to determine which instructional moves are being implemented and by whom.</p>	<p>In progress</p>

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<p><b>Enhancing English Language Acquisition (ELA) Practices</b></p> <p>Deliberate implementation of district's ELD curriculum at all English language proficiency levels in tandem with domain-specific rubrics that capture student growth.</p> <p>Targeted coaching, and ELA professional development on sheltering strategies to use in all classrooms, in order to improve ELL students' performance on the ACCESS test and eventual exit from ELD programming.</p>	<p>10/15: Monthly ELD teacher PD – developing rubrics for Listening, Speaking, Writing--begins</p> <p>1/16-5/16: Monthly ELD classroom observations</p>	<p>8/16: ELD teacher PD on use of student rubrics and best practices for ELD Inside Curriculum</p>	<p>ELD Teachers Teachers TEC Principal Assistant Principal Administrative Assistants DPS ELA Support Partner</p>	<p>Building-level resources for teacher collaboration (extra duty pay / substitute teacher cost not to exceed \$1,500.00)</p>	<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Analysis of curricular eAssessment results (used for placement criteria) every unit.</li> <li>-Monthly meeting with ELD Team in order to review ACCESS learning trajectory for ELD students, using domain-specific rubrics.</li> </ul>	<p>In progress</p>
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Increase rigor of instruction through deepening teachers' understanding of standards and implementation of data driven instruction (DDI).

**Root Cause(s) Addressed:** Teachers lack a deep understanding about how to analyze and make appropriate instructional shifts based on data. Teachers have not had adequate professional development to build their capacity in the skills to enact changes within the classroom based on information from the data. Teachers have not consistently incorporated academic language instruction within the classroom. Collaborative lesson planning is at the surface level. Movement to deep planning that includes detailed, specific instructional plans that take into account CCSS and reflect shifts in instruction to address feedback from data have not yet occurred.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
<p><b>School-Wide DDI Structure</b></p> <p>Continue to refine and improve upon assessment strategy, data cycle, and collaboration structure in order to ensure that teachers are using current data to drive their instruction and address gaps in students' understanding of the standards.</p> <p>School Leadership develops school schedule to ensure teachers have daily collaboration time.</p> <p>All core teachers use common unit and interim assessments that are tied to the CCSS to drive instructional planning.</p> <p>School Leadership works with content areas to create common formative assessments to be used for data cycles.</p> <p>Data cycle to include: action planning,</p>	<p>8/15: Data cycles integrated with collaborative planning structure</p> <p>8/15: Consistent data conversations with teachers begin</p> <p>9/15: All content areas create common formative assessments</p>	<p>8/16: Data conversations with teachers begin</p>	<p>Teachers Principal Assistant Principal AAs DPS Data Culture Partner</p>		<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Bi-weekly analysis of individual student progress and trends across core classes as reported by teachers on their data analysis note-catchers.</li> <li>-Once a trimester meetings with DPS Data Culture Partner to review data from data team observations, which are scored on an implementation rubric.</li> <li>-Monthly review of data analysis meeting schedule, as noted in the Merrill PLC calendar.</li> </ul>	In progress

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<p>developing instructional strategies, and problem solving to meet students' needs (emotional, social, behavior, and academics).</p>						
<p><b>Supporting Teachers Implement DDI</b> School Administration and Teacher Leaders provide professional development, ongoing teacher support, and feedback on data analysis and action planning in order to strengthen teachers' implementation of DDI best practices to address gaps in students' grasp of the standards. Professional development on CCSS, data inquiry cycle, deep analysis, and instructional action planning (focused on adjusting instruction, rigor, and differentiation). Math and LA Lesson study – all grade level teachers will participate once per month with clear outcomes and next steps. Tracker maintained within the Faculty Hub.</p>	<p>8/15: Teacher PD on Data Cycle (Interim prediction, analysis and action planning)  4/16: SLT DDI PD with District Support</p>	<p>8/16: Teacher PD on Data Cycle (Illuminate Assessments)</p>	<p>TLs Principal Assistant Principal AAs DPS Data Culture Partner</p>		<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via: -One time per month beginning in March - Data team facilitators are observed and provided feedback for growth in facilitation skills within the 10 day DDI cycle with teachers submitting DDI minutes.  -End of year review of qualitative feedback from math and language arts teachers on the Lesson Study process.</p>	<p>In progress</p>
<p><b>DDI Classroom Practices</b> Based on data analysis from common formative assessments, teachers will create action plans to include proven DDI classroom practices, such as: Tighter content/language objectives in order to align learning targets with the standard(s); Do-Nows, exit tickets, and student self-evaluation for ongoing data analysis purposes;</p>	<p>8/15: Teacher PD on data cycle (Interim prediction, analysis and action planning)  4/16: Teacher PD on checks for understanding data analysis</p>	<p>8/16: Teacher PD on data cycle and Illuminate</p>	<p>Teachers TLs Principal Assistant Principal AAs</p>		<p>Principal, Assistant Principal, AAs, and TLs will monitor and measure effectiveness via: -Ongoing (three times per year – each trimester) classroom observations with a focus on I1, I2, I5, and I6 indicators in the DPS LEAP Framework for Effective Teaching. -Classroom observations for three weeks after PD and then ongoing observations in May.</p>	<p>In progress</p>

<p>Aggressively monitoring students during independent practice and use intentional questioning in order to make real-time adjustments to instruction to address student misconceptions and increase engagement;</p> <p>Incorporating techniques to reduce teacher talk and push student thinking;</p> <p>Differentiating instruction, grouping, student-facing materials, and homework in order to meet students' particular needs.</p>						
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**Major Improvement Strategy #3:** Increase and support students and community engagement, most specifically for Merrill’s English Language Learner (ELL) population, through the building of structures and systems.

**Root Cause(s) Addressed:** Lack of systematic ways to communicate with all ELL parents and all Merrill parents. Lack of opportunities for parents to be involved with and participate in school events and overall daily procedures. Lack of strong system to engage students in the school.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
<b>ELA Parent Accountability Committee</b> Meetings allow supported access to the school for ELL parents. Meeting topics include: a welcome tour and general information about Merrill; how to interpret ACCESS and CMAS results; and learning about Merrill’s discipline and attendance systems. PAC meetings allow for parent leadership in school and greater connection to DPS as a whole. Parents are also invited to be involved in the monthly district Parent Accountability Meeting.	9/15: ELA PAC meeting  11/15: ELA PAC meeting  2/16: ELA PAC meeting  4/16: ELA PAC meeting  District Accountability Committee – 4 times per year	9/16: ELA PAC meeting	Principal Parent Liaison AA	*Title I money \$3500.00	Principal will monitor and measure effectiveness via: -Review of attendance after each of the 4 PAC meetings. -Review of the parent survey results from each of the 4 PAC meetings in order to plan future meeting topics.	In progress
<b>Parent Communication</b> In order to deepen their understanding	9/15–6/16: Weekly communication emailed to parents	8/16-6/17: Weekly communication emailed to parents	Assistant Principal DPS Translation		Assistant Principal will monitor and measure effectiveness via:	In progress

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<p>about the events that impact their students, the parent community receives timely and important communication from the school.</p> <p>Weekly communication in the <i>Jaguar Journal</i> regarding school news and events. This is sent out via email and is posted to the school website so that it may be translated for ELL parents.</p> <p>Semester summary of key events is translated into nine languages from the Consent Decree.</p> <p>Personal outreach to ELL and non ELL parents for key school events (PAC, Parent-Teacher Conferences, AVID Family Nights)</p>	<p>and posted to the web for translation</p>	<p>and posted to the web for translation</p>	<p>Services</p>		<p>-Monthly monitoring of site traffic for Jaguar Journal updates and Merrill Directory.</p> <p>-Analysis of number of parents attending AVID family night (3 schedule events).</p> <p>-Analysis of number of parents attending parent-teacher conferences in September and February).</p>	
<p><b>Support Systems for Students</b></p> <p>During and after school programs in order to support students' academic, behavioral, and social/emotional needs. Programs/scheduling includes:</p> <ul style="list-style-type: none"> <li>-Lunch tutoring in content areas;</li> <li>-Intervention classes;</li> <li>-Enrichment classes;</li> <li>-Afterschool programs (Smart Girls and Smart Boys groups);</li> <li>-Targeted check-ins for students.</li> <li>-Tiered Response to Intervention (Rtl) system for Academic Support</li> <li>- Tiered Rtl system for Behavior Support</li> </ul>	<p>8/15: Students scheduled in intervention and enrichment classes</p> <p>9/15: Afterschool programs begin</p> <p>9/15: Rtl team begins monthly meetings</p> <p>12/15: Review/analysis of attendance for lunch tutoring and afterschool activities</p>	<p>8/16: Students scheduled in intervention and enrichment classes</p> <p>9/16: Afterschool programs begin</p>	<p>Principal Assistant Principal Teachers Student Intervention Team</p>		<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Review of monthly teacher log of students who are attending lunch tutoring.</li> <li>-Monthly review of data from Math Intervention classes and identification of students to move out and or in for extra support.</li> <li>-Review of number of students receiving first choice for enrichments (in August).</li> <li>-Review of number of students participating in after school programs (once per semester).</li> <li>-Review of MTTS minutes.</li> <li>-Monthly review of Student</li> </ul>	<p>In progress</p>



					Problem Solving tracker. -Monitor number of referrals to off site community organizations (ie. JFS – once a semester).	
<p><b>Tiered System of Attendance Support</b> Intentional, focused work to track and address student attendance concerns. Monitoring system for daily and weekly analysis of attendance trends and issues. Perfect attendance recognized quarterly. Tiered response system for chronic absenteeism.</p>	<p>8/15: Identification of at-risk students and case management assigned. Bi-monthly meetings set for year.</p> <p>Quarterly recognition of attendance – end of each 9 week session</p>	<p>8/16: Identification of at-risk students and case management assigned. Bi-monthly meetings set for year.</p> <p>Quarterly recognition of attendance – end of each 9 week session</p>	<p>Assistant Principal Administrative Assistants Counselors Social Worker</p>		<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via: -Bi-monthly monitoring of student attendance and supports that were implemented by the case manager.</p>	<p>In progress</p>
<p><b>Student Recognition</b> In order to bolster and positively reinforce desired attendance outcomes, students are recognized in different ways throughout the school year. -Jaguar Stars; -8<sup>th</sup> grade Mentors; -Student of the Month Program; -Merrill Core Values recognition; -Athletic assemblies; -Quarter Academic Awards; -Positive postcards mailed home monthly.</p>	<p>9/15: Begin monthly grade level meetings and student recognition tracker</p>	<p>9/16: Begin monthly grade level meetings and student recognition tracker</p>	<p>Principal Assistant Principal Teachers</p>	<p>School Resources and PTSA contributions (approximately \$2,000.00)</p>	<p>Principal, Assistant Principal, and AAs will monitor and measure effectiveness via: -Monthly review of Student Recognition tracker used and updated monthly by teachers.</p>	<p>In progress</p>

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

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## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*