



School Improvement Plan

Merrill Middle School

Merrill Community Schools

Tara Mager
755 WEST ALICE ST
MERRILL, MI 48637-8728

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	23
Component 3: Instruction by Highly Qualified Staff	30
Component 4: Strategies to Attract Highly Qualified Teachers	31
Component 5: High Quality and Ongoing Professional Development	33
Component 6: Strategies to Increase Parental Involvement	36
Component 7: Preschool Transition Strategies	41
Component 8: Teacher Participation in Making Assessment Decisions	43
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	44
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	47
Evaluation:	51

Title I Targeted Assistance Diagnostic

Introduction 55

Component 1: Needs Assessment 56

Component 2: Services to Eligible Students 57

Component 3: Incorporated Into Existing School Program Planning 58

Component 4: Instructional Strategies 59

Component 5: Title I and Regular Education Coordination 60

Component 6: Instruction by Highly Qualified Staff 61

Component 7: High Quality and Ongoing Professional Development/Learning 62

Component 8: Strategies to Increase Parental Involvement 63

Component 9: Coordination of Title I and Other Resources 65

Component 10: Ongoing Review of Student Progress 66

Evaluation 67

Merrill Middle School 2019-2020

Overview 69

Goals Summary 70

 Goal 1: All students at Merrill Middle School will be Proficient in Mathematics 71

 Goal 2: All Middle School Students will become scientific thinkers 73

 Goal 3: All students in Merrill Middle School will be proficient in English Language Arts 75

 Goal 4: Every Student is Safe, Healthy, and Responsible 78

 Goal 5: All Students at Merrill High School will be proficient in Social Studies 86

Activity Summary by Funding Source 89

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All staff participated in the process of conducting a needs assessment during the 2018-2019 school year. The school leadership team, which consists of Middle school and high school teachers and administrators, and also the elementary Title I director and personnel, completed the documents together with input from parents and stakeholders during the process. The staff was informed of this process during our monthly staff meetings (which are connected to our school improvement goals in the monthly agendas), and during our early release times as well. Staff teaching goals for the year are connected to the school improvement plan, and staff meets quarterly with the building administrator to discuss progress towards these goals. PLC and Induction groups also meet to discuss goals within the school improvement plan to help unify new staff and inform them of building initiatives.

Throughout this process, we have analyzed the results of the following data points:

DEMOGRAPHICS:

Demographic data was collected and analyzed at the end of the first semester. The leadership team analyzed the data and created areas of focus to be addressed in the school improvement plan.

PROCESS DATA:

The school leadership team reviewed the School Systems Review (SSR) in March in order to identify areas of strength and areas of need. This review processes helped us to build upon strengths that are already identified, and then to scaffold those strengths to support other identified challenges.

ACHIEVEMENT DATA:

The Leadership team reviewed and analyzed both State and local data (MSTEP, NWEA, unit assessments) for all core content areas. Both strengths and challenges were identified when looking at all student achievement as well as subgroup achievement. All staff review the data once per quarter as part of their individual goal process, and also quarterly as part of staff meetings and professional development days. Staff review local data to inform instruction as needed by utilizing our data warehouses to identify and address gaps in student learning. We are completing the first administration of the PSAT 8 and will disaggregate this data to inform the school improvement process at a later date. Parents are involved into this process by sending home individual student test results and report cards, utilizing SKYWARD, and discussions at parent conferences. Building assessment results are shared with parents by the administration through board meetings, newsletters, and community meetings throughout the school year.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographics:

School Improvement Plan

Merrill Middle School

We reviewed the following data sources:

- Mi-School Data
- Eidex Reports
- SKYWARD
- In-district Survey
- McKinney Vento Reporting

COMMUNITY

Merrill Middle School is part of Merrill Community Schools, located on the western edge of Saginaw County. The Merrill district encompasses three counties, and stretches 26 miles north and south, and six miles east and west. Though Saginaw is a very urban county, our district is rural, as we are surrounded by corporate and family owned farmland.

Merrill district population is around 580 students with approximately 179 in the middle school. We have three schools, in the district: elementary, Middle, and high school. The middle and high school share a building and staff. Our district superintendent is also the middle/high school principal. Our High School is an early college building which tends to skew our graduation rate data. The data reflects an 89% rate, but discounts the number of students who are taking advantage of our 13th year early college program. These students graduate the year after their cohorts with an average of at least 30 college credits along with their high school diploma. With these two programs combined, we have a graduation of 94%. ***

STAFFING

Merrill Middle School/High school shares a staff of 21 teachers. Three of these teachers are exclusive to the middle school only, as the rest teach at least one high school level class. Eight staff members spend over 50% of their schedule in the middle school. Sixty percent of our staff has been teaching for 9 years or more. Seventy percent of our Middle school staff and administration has a masters degree or higher. Our Middle School staff has an average of 13 years of service and 12.6 years of service in our building. Our staffing at the middle school is 30% male and 70% female. This is an area of focus for our district, but not as much as the differences of socio-economic status of our staff and our students. A lack of consistency in our staffing of the math program, as well as the high number of teachers who are shared between the middle school and the high school, tends to create situations of teachers changing subject areas or grade levels each year. Although all of our teachers meet state certification guidelines, the transition between grade levels, new programs, and different subject areas creates some difficulties in mastering the teaching content.

STUDENTS

Merrill Middle School Students Although we have sustained a steady decline in our enrollment numbers, we have reached a plateau in the free-fall of student departures. We are sitting around 150 students in grades 6-8. However, the difficulty we face is that these classes tend to be unbalanced in the distribution of students. For example, this year's eighth grade is larger than that of the sixth grade. We have forty-six sixth graders, and over sixty eighth graders. This means a shift in staff teaching positions occurs as the grades move across the middle school and high school in both grade levels and content areas. In the next four years, we will continue this up and down trend, with 27 fifth graders and over sixty fourth graders making their approach to our building.

While we looked at all possible subgroups, the groups that have the largest impact are the economically disadvantaged and our students with disabilities.

The number of economically disadvantaged students in our district has increased from forty-seven percent four years ago, to sixty-six percent this year. This dramatic change in our economically disadvantaged numbers is a main focus for our building, as it is a significant population shift that we as a building have not prepared for, or recognized, until recently. We now are moving our focus to improving resources and instructional practices for students and families within our economically disadvantaged populations.

The percentage of special ed students in our district usually ranges between 15% and 20%. Most of these students are EI and LD, with a tiny percentage being Autistic or qualifying only for S/L. This is a significant amount of students who struggle and do not reach benchmark in any

School Improvement Plan

Merrill Middle School

subject area, even if they are not qualified for Special ED support in that subject area. Our percentage of students with IEPs will remain steadily in this range. Merrill Middle school has seen an increase in suspensions over the past three years. These students suspended tend to be male and students with IEPs. Working with male students and positive behavior is a focus for our students this year.

Strengths include:

- Merrill has a very experienced staff who are loyal and committed to our district. Many teachers attended Merrill schools and choose to enroll their children into our school system.
- A supportive community
- Superintendent/Principal is involved in the school and greater community
- Communication occurs through multiple channels and formats
- Unified K-8 Math curriculum
- Unified 6-12 ELA curriculum
- Innovative and Evidenced based Science curriculum
- Shared MS/HS staff is more aware of the learning continuum from both grade-to-grade level and across content areas.
- Our only major sub-groups are economically disadvantaged and students with disabilities.

Challenges:

- Declining enrollment in the district present staffing challenges, frequently moving staff from teaching assignments year-to-year.
- Inconsistent grade-level enrollment numbers also causes frequent staff movement between grade levels and sometimes content areas.
- Increase in students/families poverty levels
- Increase in students with disabilities across all grade levels presents challenges in addressing all students' diverse academic needs, as well as differentiating instruction.
- High discipline infractions that are not expulsions.
- Program/Process

What data was reviewed:

School Systems Review

Strengths:

-At Merrill Middle School, one of our largest success points comes from our Leadership for learning culture. We have strong guidance and support for teaching and learning, as well as being a results focused building.

The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders. School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning. School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices. School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices. School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

This is evidenced by:

- Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices.
- Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions. Walk-through data reflects appropriate enacted curriculum, evidence-based instructional practices and assessments.
- Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment.

School Improvement Plan

Merrill Middle School

- Teacher evaluation components regarding curriculum, instruction, and assessment. Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data.
- Documentation of teacher self-reflection on their own instructional practices.
- Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum.
- Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment.
- School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders use data to hold themselves and others accountable for progress.
- School leaders support the process/system that allows teams to delve into the implications of data.
- School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

This is evidenced by:

- Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data.
- Data documenting the fidelity of implementation of programs and practices.
- Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions.
- Evidence of entrance and exit performance criteria for various programs.
- Evidence regarding how student placements are changed based upon data on student needs.
- Documentation that includes movement of students from Tiers 2-3 to Tier 1.
- Progress notes in the School Improvement Plan that include impact of implementation

Challenges:

- Our Challenges lie in our Teaching for Learning strand, with Curriculum, instruction and Assessment being areas of focus because of partial implementation of programming. We are missing a systematic and documented process to collaboratively review the written curriculum for alignment to state standards and district curriculum.
- Student learning outcomes aren't well defined, monitored, or measured.
- Instructional staff has little to no time in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)
- As a whole, Instructional delivery inconsistently incorporates a variety of evidence-based instructional practices that are inconsistently implemented and monitored for fidelity and effectiveness.
- Not all instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge. Also, not all instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.

Student Achievement: State Assessment

Below is the breakdown of the 2017-18 M-STEP data by grade level and content area

for St

ELA M-STEP Data

6th Grade

30% of our students were proficient on ELA

ELA scores are below the State average by 11%.

Our economically disadvantaged students scored below our non-economically disadvantaged students.

Our subgroup of economically disadvantaged students scored even with the State average of economically disadvantaged students

Our males underperformed females by 5%

School Improvement Plan

Merrill Middle School

Our males underperformed the State males by 10%

Our females underperformed the State females by 12%

7th Grade

40% of our students were proficient on ELA

ELA scores are below the State average by 3%.

Our economically disadvantaged students scored below our non-economically disadvantaged students by 38%

Our subgroup of economically disadvantaged students scored below the State average of economically disadvantaged students by 6%

Our males underperformed females by 14%

Our males underperformed the State males by 6%

Our females underperformed the State females by 3%

8th Grade: ED/Gender Data appears to be inaccurate on MISchool Data website.

22% of our students were proficient on ELA

ELA scores are below the State by 20%.

6Th - 8th Grade:

While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we find that students with disabilities underperform the State students with disabilities.

Accountability Proficiency Targets:

6th grade students were under our accountability target by 35%

7th grade students were under our accountability target by 15%

8th grade students were over our accountability target by 30%

Our economically disadvantaged subgroup was below the accountability target.

Students with disabilities subgroup was below the accountability target.

Conclusions:

Strength:

ELA scores are below the State average for each grade level in each test cycle

ED subgroup scored below than the State ED subgroup each test cycle

Challenge:

Underperformance of subgroups: ED underperform non-ED; SWD underperforms non-SWD; Males underperform females

Gaps:

Significant gaps in achievement with ED, SWD and Males are underperforming in our building.

MATH M-STEP Data

6th Grade

36% of our students were proficient on Math

Math scores are above the State average by 1%.

Our subgroup of economically disadvantaged students scored 12% above the State average of economically disadvantaged students

Our males outperform females by 21%

Our males outperformed the State males by 9%

School Improvement Plan

Merrill Middle School

Our females underperformed the State females by 9%

7th Grade

38% of our students were proficient on Math

Math scores are above the State average by 2%.

Our economically disadvantaged students scored below our non-economically disadvantaged students by 22%

Our subgroup of economically disadvantaged students scored above the State average of economically disadvantaged students by 15%

Our males outperform females by 4%

Our males underperformed the State males by 1%

Our females outperformed the State females by 5%

8th Grade

17% of our students were proficient on Math

Math scores are below the State by 16%.

Our economically disadvantaged students scored below our non-economically disadvantaged students by 29%

Our subgroup of economically disadvantaged students underperformed the State average of economically disadvantaged students by 11%

Our males underperformed females by 7%

Our males underperformed the State males by 23%

Our females underperformed the State females by 6%

6th-8th Grade:

While we don't have a subgroup of 30 or more at any grade level, when you look at ALL students with disabilities assessed, we find that students with disabilities underperformed the State students with disabilities at approximately 22%.

Accountability Proficiency Targets:

6th grade students were under our accountability target by 19%

7th grade students were under our accountability target by 5%

8th grade students were under our accountability target by 29%

Our economically disadvantaged subgroup was below the accountability target.

Students with disabilities subgroup was below the accountability target.

Conclusions:

Strength:

Math scores have been increasing each test cycle

6th and 7th grade students have outperformed the State in each test cycle

Challenge:

Underperformance of subgroups: ED underperform non-ED; SWD underperforms non-SWD; Males underperform females

Gaps:

Significant gaps in achievement with ED, SWD and Males in our building

SCIENCE M-STEP Data

SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Merrill Middle School

Accountability Proficiency Targets:

All students were below the accountability target by 11% in 15-16

All students were below the accountability target by 26% in 16-17

Conclusions: State did not release science scores in 17-18 school year.

Strength:

Overperformed the state in 15-16

Challenge:

Slightly underperformed the state by 1% in 16-17

Science scores, while close to State results, are not where we want them to be.

Transitions between science standards, assessments, and instructional practices

Gaps:

Science scores were in a downward trend, however, with new science standards and assessments, we are looking forward to new results and clearer baseline data.

SOCIAL STUDIES M-STEP Data

8th Grade

28% of our students were proficient on Social Studies

Science scores are below the State average by 1%.

Our economically disadvantaged students scored below our non-economically disadvantaged students by 20%

Our subgroup of economically disadvantaged students scored above the State average of economically disadvantaged students by 6%

Our males underperformed females by greater than 20%

Our males underperformed the State males by at least 12%

Our females outperformed the State females by 17%

Accountability Proficiency Targets:

All students were below the accountability target in 2017-2018 by 10%

Conclusions:

Strength:

-Female students significantly outperform the state as well as the males.

Challenge:

SS scores, while close to State results, are not where we want them to be.

Gaps:

Significant gaps in achievement with ED, SWD and Males in our building

LOCAL ASSESSMENTS:

Reading:

Merrill Middle School uses NWEA as an indicator for current grade level reading proficiency.

6th Grade

46% of 6th Graders had a Proficient Composite Score indicating no need for support in the Fall, 41% in the Winter

School Improvement Plan

Merrill Middle School

7th Grade

42% of 7th Graders had a Proficient Composite Score indicating no need for support, 39% in the Winter

8th Grade

52% of 8th graders had a Proficient Composite Score indicating no need for support in the fall, 47% in the winter

Conclusions:

Strength:

A unified test that is nationally normed is very helpful for tracking student growth over time. This is our second year using this assessment.

Challenge:

Receiving scores for the spring report to use in evaluations and data digs is always a challenge.

A significant drop in scores in the four main content areas (reading, language, math, and science) has occurred this year as compared to the year prior, which was our first year of using NWEA. In cohort groups, we notice a lack of growth in student achievement to the NWEA norm (which we are using as proficiency) across all subject areas tested (reading, language, math, and science). A significant change in student numbers, as well as a high number of special ed and at risk students also contribute to these decreases

Writing/Language

Merrill Middle School uses NWEA as an indicator for current grade level writing/language proficiency.

6th Grade

35% of 6th Graders had a Proficient Composite Score indicating no need for support in the Fall, 30% in the Winter

7th Grade

36% of 7th Graders had a Proficient Composite Score indicating no need for support, 26% in the winter

8th Grade

49% of 8th graders had a Proficient Composite Score indicating no need for support in the fall, 38% in the winter

Conclusions:

Strength:

A unified test that is nationally normed is very helpful for tracking student growth over time. This is our second year using this assessment.

Challenge:

Receiving scores for the spring report to use in evaluations and data digs is always a challenge.

A significant drop in scores in the four main content areas (reading, language, math, and science) has occurred this year as compared to the year prior, which was our first year of using NWEA. In cohort groups, we notice a lack of growth in student achievement to the NWEA norm (which we are using as proficiency) across all subject areas tested (reading, language, math, and science). A significant change in student numbers, as well as a high number of special ed and at risk students also contribute to these decreases

Math:

Merrill Middle School uses NWEA as an indicator for current grade level math proficiency.

School Improvement Plan

Merrill Middle School

6th Grade

28% of 6th Graders had a Proficient Composite Score indicating no need for support in the Fall, 28% in the Winter

7th Grade

43% of 7th Graders had a Proficient Composite Score indicating no need for support, 41% in the Winter

8th Grade

46% of 8th graders had a Proficient Composite Score indicating no need for support in the fall, 49% in the winter

Conclusions:

Strength:

8th grade in math we have seen an increase of three percent in student achievement.

A unified test that is nationally normed is very helpful for tracking student growth over time. This is our second year using this assessment.

Challenge:

A significant drop in scores in the four main content areas (reading, language, math, and science) has occurred this year as compared to the year prior, which was our first year of using NWEA. In cohort groups, we notice a lack of growth in student achievement to the NWEA norm (which we are using as proficiency) across all subject areas tested (reading, language, math, and science). A significant change in student numbers, as well as a high number of special ed and at risk students also contribute to these decreases

Science (Unit Tests)

Merrill Middle School uses NWEA as an indicator for current grade level science proficiency.

6th Grade

59% of 6th Graders had a Proficient Composite Score indicating no need for support in the Fall, 54% in the Winter

7th Grade

52% of 7th Graders had a Proficient Composite Score indicating no need for support, 50% in the Winter

8th Grade

58% of 8th graders had a Proficient Composite Score indicating no need for support in the fall, 57% in the winter

Conclusions:

Strength:

A unified test that is nationally normed is very helpful for tracking student growth over time. This is our second year using this assessment.

Challenge:

A significant drop in scores in the four main content areas (reading, language, math, and science) has occurred this year as compared to the year prior, which was our first year of using NWEA. In cohort groups, we notice a lack of growth in student achievement to the NWEA norm (which we are using as proficiency) across all subject areas tested (reading, language, math, and science). A significant change in student numbers, as well as a high number of special ed and at risk students also contribute to these decreases.

Social Studies

To this point, we have not consistently used a system to identify student need outside of unit assessments.

School Improvement Plan

Merrill Middle School

Conclusions:

Challenge:

-identify an assessment to be used to collect and analyze data for school improvement purposes

Perceptions

What data was reviewed:

We administer staff, parent, and student perception surveys in the fall and spring of each school year. The data collected from the surveys is analyzed by our building leadership team and shared out with all staff and parents through written communication including newsletters, online/social media, and monthly staff and parent meetings. Upon reviewing the data, staff determines the biggest area for improvement. We incorporate new strategies into our school improvement plan to address the identified challenges.

Conclusions:

According to the survey results the following information was determined.

Parents:

We administered parent surveys in the fall and spring. 28% responded with the following:

Strengths

- 85% of parents/stakeholders feel welcomed in our school district
- 87% of parents/stakeholders feel valued by our schools
- 85% of parent/stakeholders would recommend our school to others

Challenges

- 75% disagree or strongly disagree that we can influence decisions made at school
- 10% of parents/stakeholders feel unsafe in our school
- 46% of parents/stakeholders have questions about information coming home from school

Staff:

We administered the staff surveys in the spring. 100% responded with the following:

Strengths

- 100% of the staff stated that meeting the needs of the students is a top priority.
- 100% of the staff stated that the building provides PD that supports the building's school improvement plan.
- 100% believe that the staff is courteous with students and parents.

Challenges

- 50% of the staff feel that their health and wellness is supported.
- 67% of the staff feel they have the resources needed to do their job successfully.
- 17% of the staff feel that they are adequately compensated for their time.

Students:

We administered parent surveys in the fall and spring. 99% in the fall and 88% in the winter responded with the following:

Strengths

- 81% agree or strongly agree "my school sets clear rules for behavior"
- 83% strongly agree or agree "teachers treat me with respect"
- 81% strongly agree or agree "school is a place where I feel safe"

Challenges

- 41% strongly agree or agree "students are frequently rewarded for good behavior"

School Improvement Plan

Merrill Middle School

-57% strongly agree or agree "the behaviors in my class allow teachers to teach"

-67% strongly agree or agree "I like school"

What are the CAUSES for the GAPS? (PRIORITIES)

Demographic: Based on the comprehensive needs assessment

The increase in poverty has led to a shift in student population that necessitates a change in the instructional practices and communication styles we use with district families.

A continuous shift in staff placement due to changing enrollment numbers by grade-level also has an impact on quality of instruction.

Program/Process Changes:

Our challenges remain in the area of focusing our curriculum to meet the needs of our population of students. We are focusing on using formative assessment, aligning curriculum, improving instructional design to incorporate real-world application of strategies and skills.

Positive Behavior Intervention Systems (PBIS) implementation and consistent maintenance through building relationships with students.

Teachers also need time to focus on collaboration for cross-curriculum and vertical curriculum alignment

Achievement:

Both state and local achievement data suggest that the priority areas at Merrill Middle School should be all content areas. Tier I will continue to be a focus, specifically analyzing how Tier I instruction occurs in all classes with teachers providing support in a timely manner and with fidelity.

For Social Studies, we will be identifying a diagnostic assessment to support instructional needs of all students.

Subgroups, specifically ED and SWD, we are seeing the biggest gaps. We believe that engagement in Tier I will improve the scores of these students, which will be a priority in professional development. A focus on our students with disabilities and bottom 30% subgroups in the areas of reading, writing, math, and social studies will also be a priority. We will use the above multi-tiered system of support to address the needs of each subgroup and provide differentiated instruction in all core areas.

Professional development on data analysis to drive instruction and designing appropriate interventions for each of the tiers is needed.

Perception:

Based on your analysis of the data, what are the major causes/influences for the gaps? Be specific.

We will continue to monitor our school wide behavior support plan and make adjustments based on the data. We will continue to promote positive behavior through the implementation of the Positive Behavior Support Plan, including our CHAMPS and Restorative Justice practices. We will also provide education to our parents in both the positive behavior support plan and restorative justice by involving them in the implementation process and provide opportunities for feedback and input.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Based on the data from the comprehensive needs assessment, our priorities will focus on goals in each of the core content areas as well as student health and well-being.

The achievement data has indicated that we are not on track for the accountability targets for 2024-25. We have identified sub group gaps for economically disadvantaged and student with disabilities sub-groups. We know core instruction needs to be strengthened, particularly in MTSS, to support student learning in the subgroup Tiers.

In climate and culture, with the poverty rates increasing significantly over the last three years, we have identified a need for professional development and understanding the learning styles for students and families in poverty. Our focus will be on developing an environment where students will feel safe and there will be a comfortable atmosphere that is inviting and encourages academic achievement, engaging students in their academic achievement across learning contents. We wish to have an environment that welcomes parents and encourages a partnership to increase student learning.

Staff will establish an environment of support and true collaboration across all levels. The staff will also have access to shared resources to support staff members and their responsibilities.

The goals for our school-wide plan are listed below:

ELA: All students at Merrill Middle School will be proficient readers and writers

Analyzing state and local district assessments (MSTEP, NWEA, and classroom data) our building shows that the following strategies and activities are needed for growth for all students:

Strategy 1 : Students who qualify using parameters determined in Component 9 will receive MTSS Support. Activities will include screening all students using the assessments mentioned above, progress monitoring students using KHAN Mappers, MobyMax, Classroom Data, NWEA, or other state-approved measures, providing additional instruction as described in the Component 9 documentation, and supporting staff with professional training provided by the ISD consultant in MTSS.

Strategy 2: Merrill Middle School will work on increasing student engagement for all students in the English Language Arts classroom. Activities will include completing real-world based performance tasks, students creating their own goals based on their assessment data and progress monitoring those goals using student reflection, Formative assessment models being implemented in all classrooms, the use of visible learning strategies that align to the disciplinary literacy essentials, and exploring graphic novels as a medium for engaging students in new and meaningful texts.

Math: All students at Merrill Middle School will be proficient in Math

Analyzing state and local district assessments (MSTEP, NWEA, and classroom data) our building shows that the following strategies and activities are needed for growth for all students:

Strategy 1 : Students who qualify using parameters determined in Component 9 will receive MTSS Support. Activities will include screening all students using the assessments mentioned above, progress monitoring students using KHAN Mappers, MobyMax, Classroom Data, NWEA, or other state-approved measures, providing additional instruction as described in the Component 9 documentation, and supporting staff with professional training

provided by the ISD consultant in MTSS.

Strategy 2: Math Curriculum Implemented in 2017-2018 will continue to be analyzed for alignment and curriculum maps will be aligned both horizontally and vertically to meet the needs of all students. Curriculum planning will occur district wide in mathematics to ensure this alignment.

Strategy 3: Merrill Middle School will work on increasing student engagement for all students in the math classrooms. Activities will include completing real-world based performance tasks, students creating their own goals based on their assessment data and progress monitoring those goals using student reflection, Formative assessment models being implemented in all classrooms, and the use of visible learning strategies that align to the disciplinary literacy essentials.

Science: All students Merrill Middle School will be Scientific thinkers.

Analyzing state and local district assessments (MSTEP, NWEA, and classroom data) our building shows that the following strategies and activities are needed for growth for all students:

All Middle School Students will become scientific thinkers

Strategy 1: Merrill Middle School will work on increasing student engagement for all students in Science classrooms. Activities will include participating in multiple STEM activities in a STEM Exploratory classroom, completing real-world based performance tasks, students creating their own goals based on their assessment data and progress monitoring those goals using student reflection, Formative assessment models being implemented in all classrooms, and the use of visible learning strategies that align to the disciplinary literacy essentials.

Strategy 2: Staff at Merrill Middle School will continue Next Generation Curriculum development. As we will have new staff in the building, they will need training on the implementation and process of the Next Generation Curriculum, and other staff will continue developing their skills using the MISTAR science program.

Social Studies: All students at Merrill Middle School will be proficient in Social Studies

Strategy 1: Merrill Middle School will work on increasing student engagement for all students in social studies classrooms. completing real-world based performance tasks, students creating their own goals based on their assessment data and progress monitoring those goals using student reflection, Formative assessment models being implemented in all classrooms, and the use of visible learning strategies that align to the disciplinary literacy essentials.

Strategy 2: As the new Michigan State standards are made public, staff will work with instructional coach to align curriculum, instruction and assessments.

PBIS: All students at Merrill Middle School are Safe, Healthy, and Responsible.

Strategy 1: Merrill Middle School will continue the implementation of PBIS program for all students.

This will include monitoring and evaluating the program with classroom walkthroughs, surveys, and discipline data analysis, small group interventions will take place as well with the guidance counselor when necessary. The ROCK program will also provide leadership and behavioral strategies for all middle school students once a week for fifty minutes in health classes for the entirety of the school year.

Strategy 2: All Merrill Middle School students will participate in a twice-weekly FOCUS period that connects them to an adult in the building where relationship-building activities will occur. Students and instructors will focus on the soft skills necessary at the high school level and maintaining PBIS goals for the school year. This program will be monitored and evaluated twice by students in surveys and in small focus groups.

Strategy 3: Merrill Middle School staff will participate in professional development programs that support the needs of all students at Merrill Middle school by following a professional development plan. Staff will receive training on Formative Assessment in the classroom,

Cognitive Coaching model, Safe and Civil Schools training to assist in PBIS, and new teachers will participate in Induction activities twice a month for the entirety of the school year.

Subgroups

Based on our needs assessment, we have a subgroup in all content areas for students who are economically disadvantaged and students with disabilities. We will monitor the bottom 30% during their tiered instruction and three times a year at our placement meetings. Students performing below benchmark will continue to be provided an opportunity for tiered instruction, and will follow the MTSS process as fit. We will continue to differentiate instruction at the core level and provide timely and effective interventions as needed based on data.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

In order to address the needs of the whole school population, Merrill teachers and staff will focus on a variety of activities that emphasize best practices for our goals in the areas of English Language Arts, math, science and social studies. This will include training on specific instructional strategies for teachers to ensure that the needs of all students are being met, including students who are disadvantaged. Establishing a positive culture and climate in our building will increase academic achievement by establishing an environment of learning in the building.

We will continue to implement a tiered level of support based on restorative practice philosophy, and train teachers accordingly. Parent engagement and communication will become a focal point, as our partnership with them will be imperative for academic and behavioral success at the school. We will continue to find ways to interact and engage with parents in all areas of the building for all students.

The MTSS Program will continue it's work providing support in all core content areas. The MTSS process will continue to be evaluated and monitored to align to the needs of all students in the Middle School building. Quality tier I instruction for all students will continue to be an area of focus until our target proficiency goals are met.

School Improvement Plan

Merrill Middle School

The goals are:

ELA: All students will be proficient in English Language Arts

Math: All students will be proficient in Math

Science: All students will be scientific thinkers.

Social Studies: All students will be proficient in Social Studies

All Students will be Safe, Healthy, and Responsible.

The Following Strategies will be implemented to help us reach these goals:

Strategy 1: Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in all content areas that have students working toward proficiency.

Activities:

Core Instruction (Tier I): Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).

Tier II Interventions: Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and title I coordinator. The team will provide small group instruction three days a week for at least thirty minutes.

Intensive intervention (Tier III): The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.

Strategy 2: Student engagement: Merrill Middle School will focus on engaging students to become more invested in their learning in all goal areas.

Activities:

Math Strategy: The use of manipulatives will be implemented and accessible to all students.

Science Strategy: MISTAR curriculum is being implemented. This is a hands on approach to science.

Visible thinking strategies will be used in all classrooms

Real world application/project based learning will be tied to all content area units.

Students will create goals based on NWEA testing and write reflections on attaining these goals.

Students in ELA classes will explore Graphic Novels as part of their reading curriculum.

Strategy 3: Family Engagement as part of our All students will be safe, Healthy and Responsible goal.

Activities:

Staff will provide families with information and strategies on how to support their child in all content areas, including academic and behavioral support.

Staff will participate in ongoing communication with families as part of their classroom management system of support for students.

Strategy 4: Professional Development as part of our safe, healthy and responsible student goal.

Activities:

Staff will participate in Safe and Civil Schools training to continue CHAMPS implementation to increase the learning time available for all students once negative behaviors are reduced.

Staff will participate in restorative justice training to learn to respond to students in trauma in a more productive manner to decrease interruptions to student learning time.

School Improvement Plan

Merrill Middle School

Social Studies: Teachers of social studies will align content and curriculum to the new Michigan social studies standards as they become available.

MIStar training for teachers

ELA Instructors will attend MAISA training and reading and writing workshop training will be provided to all ELA staff to improve tier I instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies.

Strategy 5: PBIS Interventions so that all students are safe, healthy and responsible.

Activities

Behavior programs such as Safe and Civil Schools and Restorative Practices will be incorporated into current discipline plans.

Students will participate in a FOCUS advisory program to develop relationships.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The following evidence based strategies have been selected because they can impact all students in the five content areas (reading, writing, math, science, and social studies) based on the findings of our Comprehensive Needs Assessment. These are also tied to our School Improvement goals:

ELA: All students will be proficient in English Language Arts

Math: All students will be proficient in Math

Science: All students will be scientific thinkers.

Social Studies: All students will be proficient in Social Studies

All Students will be Safe, Healthy, and Responsible.

The Following Strategies will be implemented to help us reach these goals:

Strategy 1: Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in all content areas that have students working toward proficiency.

Activities:

Core Instruction (Tier I): Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).

Tier II Interventions: Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and title I coordinator. The team will provide small group instruction three days a week for at least thirty minutes.

Intensive intervention (Tier III): The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.

Strategy 2: Student engagement: Merrill Middle School will focus on engaging students to become more invested in their learning in all goal areas.

Activities:

Math Strategy: The use of manipulatives will be implemented and accessible to all students.

Science Strategy: MISTAR curriculum is being implemented. This is a hands on approach to science.

Visible thinking strategies will be used in all classrooms

Real world application/project based learning will be tied to all content area units.

Students will create goals based on NWEA testing and write reflections on attaining these goals.

Students in ELA classes will explore Graphic Novels as part of their reading curriculum.

Strategy 2: Family Engagement as part of our All students will be safe, Healthy and Responsible goal.

Activities:

Staff will provide families with information and strategies on how to support their child in all content areas, including academic and behavioral support.

School Improvement Plan

Merrill Middle School

Staff will participate in ongoing communication with families as part of their classroom management system of support for students.

Strategy 3: Professional Development as part of our safe, healthy and responsible student goal.

Activities:

Staff will participate in Safe and Civil Schools training to continue CHAMPS implementation to increase the learning time available for all students once negative behaviors are reduced.

Staff will participate in restorative justice training to learn to respond to students in trauma in a more productive manner to decrease interruptions to student learning time.

Social Studies: Teachers of social studies will align content and curriculum to the new Michigan social studies standards as they become available.

MIStar training for teachers

ELA Instructors will attend MAISA training and reading and writing workshop training will be provided to all ELA staff to improve tier I instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies.

Strategy 4: PBIS Interventions so that all students are safe, healthy and responsible.

Activities:

Behavior programs such as Safe and Civil Schools and Restorative Practices will be incorporated into current discipline plans.

Students will participate in a FOCUS advisory program to develop relationships.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Strategy 1: Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in all content areas that have students working toward proficiency.

Activities:

Teachers and staff will incorporate evidence-based instructional strategies daily and reteach as needed for all students in the classroom which will accelerate and enrich the quantity and quality of instruction in all content areas.

Using a tiered approach, teachers will use formative assessment results, progress monitoring and summative assessments to determine if students have mastered the learning targets or if additional support is needed.

If after 9 weeks of progress monitoring student progress, if it is determined that additional instructional support is needed for students who are at the greatest level of need, Tier III intervention will come into action. Students will work in small groups of 1-3 students to receive targeted instruction.

Strategy 2: Student engagement: Merrill Middle School will focus on engaging students to become more invested in their learning in all goal areas. Engagement activities such as real world problem solving and student reflection have been shown to increase student comprehension in subject areas. The use of manipulatives will be implemented and accessible to all

students. This use will make learning more hands-on and support our tactile learners, so that the quality of their experience in the math classroom is elevated. The use of manipulatives is shown to speed students comprehension of math elements, which will increase the quantity of learning occurring in each room, as instructors are able to move more quickly through material. MISTAR curriculum is being implemented. This is a hands on approach to science, which connects to more real-world experiences, increasing the quality of learning for our students. In ELA classes, graphic novels will be used to increase student engagement in different reading genres.

Strategy 3: Increased Parental and Family Engagement

All staff will provide families with information on how to support their child in all content areas, including academic and behavior supports through the implementation of Coffee and Convo, Open house, parent-teacher conferences, academic events, Nacho Average School Night, and Parent workshops. In addition, parent communication is also established using classroom newsletters, social media, School messenger, Skyward Gradebook, email, and other communication applications. Collaboratively working with families to provide resources and support and increasing the home to school connection will enrich and quality and quantity of instruction and increase overall student achievement.

Strategy 4: Strategy 3: Professional Development as part of our safe, healthy and responsible student goal.

All staff will participate in training on using restorative practices and civilized discussion using the Safe and Civil Schools program and Restorative Practices training. The implementation of these strategies, combined with a comprehensive PBIS program will increase the quantity and quality of student instruction by reducing the number of discipline infractions that occur in our building and distract students from learning as evidenced in our Comprehensive needs assessment.

ELA Instructors will attend MAISA training and reading and writing workshop training will be provided to all ELA staff to improve instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies. This will increase the quality of instruction by moving towards a more personalized learning experience for all students that is tailored to the student's particular need, increasing the quality of that learning, as it is not a whole group focus. Science teachers will continue training as needed to ensure alignment to the NGSS, maintaining quality education in science through a state-renowned curriculum. Teachers of social studies will align content and curriculum to the new Michigan social studies standards as they become available to increase the quality of learning in the social studies classroom by maintaining alignment to state requirements.

Strategy 5: PBIS Interventions so that all students are safe, healthy and responsible

Incorporating student reflection and growth goals into the student area of learning will encourage students to focus on their own impact on their learning, and develop ownership of the learning process. This skill is integral to instructors being able to help student direct their learning to specific needs and goals, increasing the quality of student learning.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our CNA States:

The number of economically disadvantaged students in our district has increased from forty-seven percent four years ago, to sixty-six percent this year. This dramatic change in our economically disadvantaged numbers is a main focus for our building, as it is a significant population shift that we as a building have not prepared for, or recognized, until recently. We now are moving our focus to improving

School Improvement Plan

Merrill Middle School

resources and instructional practices for students and families within our economically disadvantaged populations.

The percentage of special ed students in our district usually ranges between 15% and 20%. Most of these students are EI and LD, with a tiny percentage being Autistic or qualifying only for S/L. This is a significant amount of students who struggle and do not reach benchmark in any subject area, even if they are not qualified for Special ED support in that subject area. Our percentage of students with IEPs will remain steadily in this range.

In order to meet the needs of these growing populations, we will continue to implement evidence based learning strategies to ensure that instruction is meeting standards of quality in all core areas. To do so, we are aligning to the evidence based MI-STAR science program, and using strategies for engagement from Project Zero.

Ritchhart, Ron. *Intellectual Character: What It Is, Why It Matters, and How to Get It*. Jossey-Bass Pfeiffer, 2004 is the source we are using to support student learning.

The use of PBIS strategies to increase positive student/staff interaction and therefore, meet the needs of both stakeholders in feeling that they can contribute to change in the school environment (as noted in the CNA), is supported by research from the following source: Ross, S., Romer, N., & Horner, R.H., (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*. 14(2) 118-128.

According to our CNA findings:

42% of students feel that the behavior in their class allows the teacher to teach.

44% of the students feel they are frequently recognized for good behavior.

60% like school.

Behavior and expectations are the main areas of concern. We will continue to use our PBIS, CHAMPS and Restorative Practice initiatives.

School Culture and Climate will be improved based on strategies gleaned from these sources below:

Behrstock-Sherratt, E. & Rizzolo, A. (2015). *Everyone at the Table*. *Educational Leadership*, 71(5), p. 64-69.

Craig, S. (2016). *The Trauma-Sensitive Teacher*. *Educational Leadership*, 74(1), p. 28-32.

Parrett, W. & Budge, K. (2012) *Turning High-Poverty Schools into High-Performing Schools*. Alexandria, VA: ASCD.

Robbins, P. (2015). *Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning*. Alexandria, VA: ASCD.

Family Engagement Goal:

Communication is an area where stakeholders see as a weakness. We will continue to add two-way communication as a priority in our School Improvement Plan. We will also focus on community involvement in creation of School Improvement Plans and other goals with our Community Advisory stakeholder Committee, as a way to increase engagement with parents and students who face poverty and trauma.

Joyce L. Epstein. (1997). *School, family, and community partnerships : your handbook for action*. Thousand Oaks, CA :Corwin Press

Auerbach, S. (2012). *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice*. Florence, KY: Routledge.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The following strategies were chosen for our students who need the most academic support:

MTSS:

English Language Arts Goal:

Reading

Grade Span: 6-8

Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the Title I instructor 3-4 times a week for 30 minute sessions. Progress monitoring will occur using either MobyMax, DRA 2+, Khan Mappers, NWEA Skill Builder, or

School Improvement Plan

Merrill Middle School

classroom assessments every two weeks. Students will be removed from support when they have achieved Grade level status on the NWEA assessment or have reached 70% or higher in two consecutive assessments in the ELA classroom.

Students in need of Tier III interventions will meet in groups of 1-2 students three times a week for support with the Title I coordinator.

Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, DRA 2+, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Writing

Grade Span: 6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the classroom teacher, Title I coordinator, or other qualified staff during their ELA class period small group instructional time. Students in need of Tier III support will meet three times a week with the Title I coordinator. Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, DRA 2+, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Math: MTSS Math Goal

Grade Span: 6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the Title I instructor 3-4 times a week for 30 minute sessions. Progress monitoring will occur using either MobyMax, Khan Mappers, NWEA Skill Builder, or classroom assessments every two weeks. Students will be removed from support when they have achieved Grade level status on the NWEA assessment or have reached 70% or higher in two consecutive assessments in the math classroom.

Students in need of Tier III interventions will meet in groups of 1-2 students three times a week for support with the Title I coordinator.

Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Science: All students will become scientific thinkers

Grade Span: 6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support in the science classroom daily from the Title I coordinator, the special ed team, or the grade-level instructor.

Students in need of Tier III interventions will meet three times a week for support with the Title I coordinator. Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, and classroom assessments.

We believe that additional math instruction will increase science scores as the content areas are closely linked.

Social Studies

Grade Span: 6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support in the reading classroom daily from the Title I coordinator, the special ed team, or the grade-level instructor.

Students in need of Tier III interventions will meet three times a week for support with the Title I coordinator. Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, and classroom assessments.

We believe that increasing critical reading and thinking skills will assist student performance in Social Studies.

Student engagement:

Merrill Middle School will focus on engaging students to become more invested in their learning in all goal areas. This will help our students who are at-risk and feel disconnected from their learning to hold more ownership and understanding of benchmarks and the expectations for them at each grade level in each subject area.

Activities:

School Improvement Plan

Merrill Middle School

Math Strategy: The use of manipulatives will be implemented and accessible to all students.

Science Strategy: MISTAR curriculum is being implemented. This is a hands on approach to science.

Visible thinking strategies will be used in all classrooms

Real world application/project based learning will be tied to all content area units.

Students will create goals based on NWEA testing and write reflections on attaining these goals.

Students in ELA classes will explore Graphic Novels as part of their reading curriculum.

Family Engagement

Our most at-risk students often have a disconnect between home and school environments, which requires more specific and consistent feedback in order to maintain connections about academics and behavior. For that reason, we have these activities:

Activities:

Staff will provide families with information and strategies on how to support their child in all content areas, including academic and behavioral support.

Staff will participate in ongoing communication with families as part of their classroom management system of support for students.

Professional Development as part of our safe, healthy and responsible student goal, our staff will need training on how to reach students who face trauma and poverty, and using evidence based programs to assist in management and instruction will lead to more positive results for our most at-risk students.

Activities:

Staff will participate in Safe and Civil Schools training to continue CHAMPS implementation to increase the learning time available for all students once negative behaviors are reduced.

Staff will participate in restorative justice training to learn to respond to students in trauma in a more productive manner to decrease interruptions to student learning time.

Social Studies: Teachers of social studies will align content and curriculum to the new Michigan social studies standards as they become available.

MIStar training for teachers

ELA Instructors will attend MAISA training and reading and writing workshop training will be provided to all ELA staff to improve tier I instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies.

PBIS Interventions

Our most at-risk students need support for behavior and relationships within our building, so that students have a consistent adult in the building who will be checking up on them in terms of academic and behavioral progress. These adults will be able to intervene with students, parents, and other instructors for the benefit of the child when situations arise (failures, extended absences, etc).

Activities:

Behavior programs such as Safe and Civil Schools and Restorative Practices will be incorporated into current discipline plans.

Students will participate in a FOCUS advisory program to develop relationships.

5. Describe how the school determines if these needs of students are being met.

Progress monitoring for all students is completed three times a year through the use of NWEA testing, Classroom data, and State Testing. Staff for each content area will meet three times a year to determine which students are in need of intervention, and then rank those students according to most need. Students will be placed in Tier II and Tier III services based on the qualifications written above in question four. Progress monitoring for students in tiered services will occur every two weeks, as supported by Title I coordinator or other Title I staff. Student progress will be reviewed every two weeks by the classroom teacher and Title I staff to ensure that progress is being made with each student. Adjustments to instruction and levels of support will be made based upon these assessment results. Staff will be meeting according to content area three times a year to ensure that progress is being made and to seek adjustments to curriculum where necessary in order to meet learning goals for each student.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	At this time, Merrill Middle Schools does not have any instructional paraprofessionals employed.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the teachers at Merrill Middle School fulfill the ESSA requirement that all teachers meet the State certification requirements for high qualified status within their subject areas.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There was no turn over from the 2017-2018 school year to the 2018-2019 school year at Merrill Middle School. Based on anticipated student enrollment for 2019-2020, there is a potential for a single faculty reduction or relocation.

Although teaching positions are stable within our building, teaching assignments aren't necessarily kept stable. For example, the 7th grade math teacher could move to 8th grade math depending on student numbers.

2. What is the experience level of key teaching and learning personnel?

Staff at Merrill Middle School has the following years of experience:

Years of Experience	Number of Staff
0-3	1
4-8	2
9-15	2
16+	3

This means that over 60% of our staff has been teaching for 9 years or more.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Merrill Middle School has implemented the following initiatives to attract and retain high quality teachers:

- Interview process
- Professional Learning Communities
- Grade-level teaming
- Google Classroom as a communication tool and training portal
- Restorative Justice practices through Safe and Civil Schools
- Home visits from teachers
- Art, Music, and other extracurricular opportunities for all students
- Leadership opportunities on school committees
- Strong community support for our staff and students
- Well-kept, modern facilities
- Professional development opportunities aligned to building and individual goals
- Open Electronic Resources (OER) to extend learning outside of the classroom
- Collaborative and supportive climate and culture
- Peer supported cognitive coaching
- Instructional coach

New staff orientation and mentoring with ongoing induction support

Ancillary staff support: At risk counselor; homeless liaison; college and career readiness counselor; at risk interventionist.

State of the art technology

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Merrill Community Schools has an overall high level of academic achievement and expectation for student success, creating a positive climate to attract and retain highly effective teachers. Also, we offer individualized professional development opportunities to enhance teaching practice. Teachers are paid to attend summer and after school professional development.

alskd

The district offers a competitive benefits package with opportunities for tuition reimbursement for teachers. The district supports a mentoring program for new staff members. Teachers are actively involved in the decision-making process through committee meetings.

We work closely with the Saginaw ISD for professional development. Facilities are updated with current technology. The district employs an instructional technology specialist, through the ISD, to assist staff in utilizing these technologies with best instructional practices. We also have a shared technology support department with Hemlock Public Schools.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is no high turnover rate at Merrill Middle School.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The following activities will support the goals in the school improvement plan:

Rest On June 17, 18, and 19 and August 8, staff members will attend Restorative Practices training. This will connect to our need to adapt instruction and behavior responses to our changing population of more students with trauma and students facing poverty as identified in our Comprehensive needs assessment.

There will be a CHAMPS review of procedures learned in 2018-2019 held on August 20. Similarly to restorative justice these procedures will address our need to adapt instruction and behavior responses to our changing population of students who are experiencing trauma and students who are at risk as identified in our CNA.

Staff will also have security training on August 20 to update security procedures, as one area of improvement noted in the comprehensive needs assessment was helping students and stakeholders feel safe on campus.

Ongoing coaching will be provided by a trauma informed coach to address the needs of this growing population identified in our comprehensive needs assessment. This coach will meet with identified students on a regular basis to increase communication and understanding between parents and the school instructors about the challenges faced by these students how they may be overcome.

Induction meetings for new staff members will continue twice a month throughout the school year to build knowledge about the school system, procedures, and improvement plans for all newly hired instructors.

Ongoing, weekly coaching for all newly hired staff members will occur to ensure that best instructional practices, such as aligned lesson planning, differentiated instruction, and evidence-based engagement strategies are being used in the classroom, as these are areas of growth needed to improve achievement as evidenced in the comprehensive needs assessment and set as goals in our school improvement plan.

Professional development for parents in the Our Community Listens program, which focuses on positive dialogue and communication between people who struggle with direct conversations will help to meet and aid communication protocols between the school and parents, as communication and parental engagement continues to be a weakness identified in the comprehensive needs assessment and addressed in our school improvement plan.

ToInst

In order to address academic goals, staff will be provided professional development on the following:

Tier I Instructional Practices using the K-12 Literacy Essentials as a framework.

Poverty training will be provided to help staff understand how to effectively provide instruction and engage students who live in poverty and also help us to develop partnerships with parents in poverty to support their student.

PLC Training for staff to learn and become models of the PLC process.

FAME training and Cognitive Coaching will continue to increase staff capacity of the coaching model and formative assessment.

MTSS training will continue for team members, supported by the ISD consultant to support student achievement in all five core content areas.

MISTAR science training will continue for team members who are not currently trained in NGSS.

Math instructors will continue working with the ISD consultant on curriculum mapping and common assessments.

ELA instructors will attend the MAISA training on units of instruction in workshop model.

Title I training will continue for team members to continue to informed on current practices on the use of state

and federal funds

2. Describe how this professional learning is "sustained and ongoing."

Because our data continues to show a need for behavioral and cultural support for students and staff, training will continue for the third year in the following programs for our goal of students being safe, healthy and responsible:

Rest On June 17, 18, and 19 and August 8, staff members will attend Restorative Practices training.

There will be a CHAMPS review of procedures learned in 2018-2019 held on August 20.

Staff will also have a continued security training on August 20 to update security procedures.

Ongoing coaching will be provided by a trauma informed coach.

Induction meetings for new staff members will continue twice a month throughout the school year to build knowledge about the school system, procedures, and improvement plans for all newly hired instructors. This training continues for all staff members for the entirety of their non-tenured status at Merrill Middle School.

This also includes continuing, ongoing, weekly coaching for all newly hired staff members

Professional development for parents in the Our Community Listens program is part of our plan for continued parent engagement that began in the 2018-2019 school year.

ToInst In order to address academic goals, staff will be provided professional development on the following:

Tier I Instructional Practices using the K-12 Literacy Essentials as a framework will begin it's five year plan of implementation..

Poverty training will be provided to help staff understand how to effectively provide instruction and engage students who live in poverty. As this need has grown significantly over the past three years, we will continue this learning process for multiple years.

PLC Training for staff to learn and become models of the PLC process. This will continue into year two as a model for other groups to begin forming as need increases for this training.

FAME training and Cognitive Coaching will continue to increase staff capacity of the coaching model. This is year three of the sustained project.

MTSS training will continue for team members, supported by the ISD consultant for the fourth year in a row, as students who need interventions continue to peak over the 20% guideline.

MISTAR science training will continue for team members who are not currently trained in NGSS, until all science instructors are experts in their content area standards.

Math instructors will continue working with the ISD consultant on curriculum mapping and common assessments, continuing their instruction over the past two years on the implementation of a new math curriculum.

ELA instructors will attend the MAISA training on units of instruction in workshop model, as this person will be new to the middle school this year and will need time to adapt to our curriculum. This training will need to continue for at least three more years, or until the instructor feels confident in teaching in this model.

Title I training will continue for team members to continue to informed on current practices on the use of state and federal funds.

School Improvement Plan

Merrill Middle School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	https://docs.google.com/spreadsheets/d/1MOX2K5skYBoIhymExNzAYx39-efswtJWF2-j9h-8jAM/edit#gid=0	Professional Learning Calendar

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

Feedback related to the Parent and Family Engagement Plan and Title I program will be gathered at monthly community advisory meetings and reviewed at the Annual Title I Parent Meeting during the fall of the school year.

A survey will be offered to families in November and in April. There will be computers available during conferences for families to give feedback. A survey link will also be posted on the school website and social media. The school improvement team will review and revise the School Improvement Plan to incorporate suggestions and feedback from families.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Conducting an annual parent survey

- Participating in the 6-8 Parent Advisory Committee

- Reviewing and revising the Parent and Family Engagement Plan to incorporate suggestions based on the parent survey results.

- Reviewing and soliciting feedback related to the Parent and Family Engagement Plan and Title I program at the Annual Title I parent meeting during the Annual Title I meeting.

- Attending School Improvement Team Meetings as an active parent representative.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Merrill Middle School will jointly implement the schoolwide plan with families in the following manner:

Families played a key role in the development of this plan and we will continue to utilize their feedback and suggestions in order to update and improve our Title I program. The Title I Schoolwide Plan will be developed as a collaborative effort between families and the staff. By maintaining parent representation on the school improvement team, we create a liaison between home and school.

The staff and families will develop and distribute a written Title I Parent and Family Engagement Plan describing implementation of the requirements in a language that is simple, concise, and will be updated periodically to meet changing needs of parents in the school. The plan will be discussed and presented to families at The Annual Title I meeting and made available to the local community via the school's website.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Conducting an annual parent survey

- Participating in the 6-8 Parent Advisory Committee

- * Participating on the School Improvement team.

School Improvement Plan

Merrill Middle School

Reviewing and revising the Parent and Family Engagement Plan to incorporate suggestions based on the parent survey results.

Reviewing and soliciting feedback related to the Parent and Family Engagement Plan and Title I program at the Annual Title I parent meeting during the Annual Title I meeting

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1116 (e) (1) School staff annually shares the State's content expectations with parents, the state's annual assessment (M-STEP) with parents, and how to monitor their child's progress.

Send parents results of NWEA three times a year.

M-STEP results are sent home annually.

Common Core Standards are available on the school website.

Skyward is available to all families. Details on monitoring progress will also be given during SKYWARD usage trainings at Open House and Conferences

Parent requested meetings to discuss progress are encouraged.

Google Classroom training is available for parents with SKYWARD Training

Local assessment information through quarterly report cards.

During informal Open House teacher conversations

1116 (e) (2) Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

Google Classroom is available to parents.

Parent workshops, such as Passing with Pizzazz, Nacho Average School Night, are evening events to give information for parents to help students be more successful.

There are useful links listed on the school website with academic support for families to access at home.

Provide other opportunities for family involvement for those who cannot attend parent meeting by putting information on the school website.

1116 (e) (3) Ongoing professional development for staff on effective ways to increase parent involvement occurs annually.

Provide training at teacher professional development days on parent involvement strategies (Epstein) to reach out to, communicate with, and work with parents as equal partners.

Strengthen home and school partnerships.

Home visits are conducted for 6th grade students transitioning to middle school.

1116 (e) (4) Coordination with other programs for parent involvement includes:

Community advisory group.

Youth athletics.

MSU Extension.

Home visits.

School Improvement Plan

Merrill Middle School

Class advisors.

1116 (e) (5) Information is shared with parents in a language and format they can understand. Examples include:

Emails, newsletters, and other written communication are composed to be at a 6th grade reading level.

Report cards are in parent friendly letters.

Infographics are used as a visual form of communication.

1116 (e) (14) Parents are provided with other reasonable support such as:

There is an open door policy for parents with both administration and staff.

Parents can schedule conferences with teachers and the principal at their convenience throughout the year.

Provide other opportunities for family involvement for those who cannot attend parent meeting by putting information on the school website.

1116 (f) Staff provide opportunities for full parent participation:

Flexible meeting times.

Handicapped accessible facilities.

Phone conferences.

Communications in a language parents can understand.

Accommodations for deaf parents.

Collaboration with community agencies.

Support for homeless/transient families.

Parents of students with migratory status would be offered additional opportunities for parent education, information about the school and assessment and other information provided in native language and/or with translation. Additionally, should there be migratory students enrolled, community resources fitting this population would be provided regarding housing, food, medical and other care as well as academic supports and intervention available regardless of enrollment, time, or duration of enrollment.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

Conducting an annual parent survey

Participating in the 6-8 Parent Advisory Committee

Reviewing and revising the Parent and Family Engagement Plan to incorporate suggestions based on the parent survey results.

Reviewing and soliciting feedback related to the Parent and Family Engagement Plan and Title I program at the Annual Title I parent meeting during the Annual Title I meeting.

Discussing with staff during informal feedback conversations

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

We will use the results of the stakeholder meetings and surveys during school improvement meetings, so that needs can be addressed. Data will be aggregated into categories that need the most focus, as well as those that deserve celebration. The school improvement team will create an infographic to share out these top data points. Stakeholders outside of the school building (community members and parents) will

School Improvement Plan

Merrill Middle School

be part of the disaggregation team and help decide what areas of focus should be shared with the wider community. Adjustments to the SIP are made based on the findings of the data. He revised SIP is shared with all staff before the end of the school year and with all parents at the beginning of the next school year. The SIP is also posted on our website for easy parent access.

8. Describe how the school-parent compact is developed.

The Family/School Compact was developed...

Merrill Middle School staff and families jointly developed the Family/School Compact at a joint parent/teacher school improvement meeting in February of 2019. This included teachers from all buildings at the me and adopted a Family/School Compact to outline the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment, the child's responsibility to actively participate in his/her learning, and the family's responsibility for supporting their children's learning.

Teachers and staff at Merrill Middle school will review the compact of August in 2019.

The staff will distribute the Family/School Compact during the fall Open House. All parties will sign the compact to signify their understanding and commitment.

The Family/School Compact will be reviewed at the Title I Parent Meeting. Parents will be encouraged to provide feedback.

The Family/School Compact will be available on the school website.

The Family/School Compact will be reviewed annually by the staff and families. Revisions are made based on family and staff input.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The Parent/School Compact will be reviewed at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Our parent compact will be shared in many ways:

website

handbook

open house folder

nacho night

parent/teacher conferences

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		MS TITLE I Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Student progress is reported to parents in several different ways at a variety of time throughout the school year including:

Conferences are offered in the fall and spring.

NWEA results are sent home 3 times a year.

Skyward is accessible for current grades.

Report cards are sent home 4 times a year.

Teachers use email and phone correspondence as needed.

Parents are encouraged to call and request meetings as needed.

Staff provide opportunities for full parent participation:

Flexible Meeting Times

Handicapped accessible facilities

Phone conferences

Communications in a language parents can understand

Accommodations for deaf parents

Collaboration with community agencies

Support for homeless/transient families

Parents of students with migratory status would be offered additional opportunities for parent education, information about the school and assessment and other information provided in native language and/or with translation. Additionally, should there be migratory students enrolled, community resources fitting this population would be provided regarding housing, food, medical and other care as well as academic supports and intervention available regardless of enrollment, time or duration of enrollment

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

At Merrill Middle School, we connect with our fifth grade students for a "more than once a year visitation" experience. Merrill Middle School offers numerous experiences for the fifth graders to experience 6th grade life. In February, the parents and fifth grade students are invited to the Nacho Average School Night to tour the school, meet the teachers and gather information to be successful in the middle school.

Towards the end of fifth grade, the students will also visit the middle school where they tour the school, practice opening lockers, learn the fight song and see the everyday experience of the middle school.

In July/August before the students start 6th grade, home visits occur. At least 2 staff members will visit the students at home or a designated area to gather information about the student and answer any questions the students/families may have before starting the school year.

Before school starts, the students/families have an opportunity to receive the students schedule, practice opening up their locker and walking through the schedule. The sixth grade students are unique in that the 6th grade classrooms/lockers are all within one wing of the school. The students get a gradual release into the middle school culture by having a separation from the general population.

For students who transfer into the middle school, the students are set up with a grade level mentor who shares a similar schedule. The mentor student will make sure that the students are where they need to be and know the different logistics within the school day. The transfer students also take NWEA placement tests if necessary to place them in the appropriate classes. These students will also meet with the school counselor to check on progress and on how they are adjusting to Merrill High School.

For 8th grade students moving to the high school, the transition is not as drastic as changing buildings from 5th to 6th grade. Being that Merrill Middle School and High School are one building and share many of the same teachers, the students are familiar with the building and the staff. In February, the parents and eighth grade students are invited to the "Nacho Average" School Night to tour the school, meet the teachers and gather information to be successful in high school and be prepared for post-secondary options. At this event, there is a teacher and student panel to answer questions the students/families may have. Various clubs and extracurricular activities have information available for the families to make everyone aware of what is offered at the high school level. Eighth grade students attend 9th grade Boot Camp at the beginning of August each school year. This two day event is hosted by teachers, administration and student and community leaders. Students have an opportunity to participate in team building activities, learn about academic and personal support programs, bond with staff, review the student handbook, and receive their schedules.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Merrill Middle School provides and supports parents and families with information and training on overall school expectations.

All families are encouraged to attend "Nacho Average School Night" in the early spring to obtain information on programming, scheduling, and curriculum.

School Improvement Plan

Merrill Middle School

Instructional staff share information with families on SKYWARD, our student grading program, as well as on Google Classroom, and Remind at both Nacho Night for an overview and at Open House and Passing with Pizzaz for personalized assistance.

Home visits are conducted in late summer to 6th grade families. Parents and students meet with staff members to go over materials introducing the family to the middle school and information needed to be successful in middle school. A follow-up visit is conducted in the spring for those students identified as at-risk.

After screening data is collected, teachers and interventionists consult parents on results and placement within Tier II and III services.

District Bus Drivers contact parents with information about transportation services and policies.

Parent compact and student handbook acceptance forms regarding school expectations, resources, and school operations are required for school enrollment.

Time is allowed for families to ask questions during personally scheduled meetings, Community Advisory meetings, and School Board meetings.

Building tours are provided by administration for new families.

Merrill Middle School supports teachers with appropriate communication and training to facilitate an ongoing relationship with families and students.

Teachers:

Implement improvement programs of professional development through the school improvement plan

Assist in the design and implementation of transition programs

Teachers participate in professional development to enhance parent-family contacts

Academic professional development focusing on literacy, science, and math skills to ensure students receive best practice methods.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

At the district level, the district improvement team has completed an assessment inventory and set an assessment calendar and review pacing guide for the year. The calendar outlines which assessment are administered and when they are given. The district is in the planning stages to create core content specific teams with a representative from each building and grade level. At these meetings, teachers will work together to evaluate, modify, and improve assessments. These committees will meet in the spring to revise and refine district-wide common assessments based on the feedback from staff, students, and families.

At the building level, teacher involvement in decision making regarding the use of school-based academic assessment will look different, as the middle school schedule for the 19-20 school year will include common prep time for core instructors. This common time will be used for creating common assessments for each grade level. It will also give teachers time to review progress monitoring data together and adjust instruction to ensure student success.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

In addition, teachers and administrators meet 3-4 times a year to analyze and discuss academic assessments and the results of school-based assessments in all core content areas. Teachers work together to provide input to ensure that data gathered from the academic assessment provide useful information to improve teaching and learning. Teachers have access to NWEA Learning Continuum to help develop strategies for each students success. NWEA scores are linked to Khan Academy in Khan Mappers that personalizes a learning path based on their education needs. A meeting occurs in the fall and spring to determine placement and needs of students for the current year and the following year.

Teachers are encouraged to move through the curriculum at the pace of their students and not moving on to new content until mastery is achieved. Reteaching and differentiation is used for those students who are striving learners in the core areas.

Annual MSTEP data analysis from State of Michigan is reviewed by 6-8 grade teachers to provide better Tier I instruction and to reach students who have not met achievement goals.

Student Study Teams, which include the at-risk interventionist, counselor, dean of students, and the selected students' classroom teachers, meet when a student has been identified as at-risk. The team meets to decide the best interventions for that student to be successful. Tier II and III placement is also considered during these meetings

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The teachers at Merrill Middle School are involved in the identification of students who experience difficulty mastering academic achievement standards in all four content areas using a multi-tiered system of supports (MTSS).

The communication between the elementary school teachers and the middle school staff is vital. A separate meeting will be held between elementary MTSS staff and middle school MTSS staff and regular education teachers to strategize for at risk students transitioning from 5th to 6th grade. For all Merrill Middle School students, ELA and math staff meet with the MTSS staff in the spring to discuss fall placement. The students are discussed, identified, and supported based on the following criteria, during these meetings. Student identification and placement meetings occur three times a year with all members of the core department staff to identify and place students into tiered support as needed.

English Language Arts

Reading

Grade Span:6-8

Identification/Criteria for Selection: NWEA reading/Students who score in the low/growth low/achievement quadrant according to their spring and fall RIT Score. MSTEP/students who are partially proficient or not proficient.

Students will be ranked according to achievement, with the lowest performing students being the first to receive services.

Exit Criteria: Classroom assessment grades are 70% or above, for at least two assessments. NWEA scores at grade level or a PSAT 8 score of 390 in EBRW.

Writing

Grade Span: 6-8

Identification/Criteria for Selection: NWEA reading/Students who score in the low/growth low/achievement quadrant according to their spring and fall RIT Score. MSTEP/students who are partially proficient or not proficient in ELA.

Students will be ranked according to achievement, with the lowest performing students being the first to receive services.

Exit Criteria: Classroom assessment grades maintain 70% or above for at least two assessments,NWEA scores at grade level or a PSAT 8 score of 390 in EBRW.

Math

Grade Span:6-8

Identification/Criteria for Selection:NWEA Math/Students who score in the low achievement/low growth quadrant in spring and fall.

MSTEP/students who are partially proficient or not proficient. Students will be ranked according to achievement, with the lowest performing students being the first to receive services.

Exit Criteria: Grade on classroom assessments maintain 70% or above for at least two assessments. NWEA scores at grade level or a PSAT 8 score of 430 in Math or Higher.

School Improvement Plan

Merrill Middle School

Science

Grade Span:6-8

Identification/Criteria for Selection:NWEA Science Students who score in the low achievement/low growth quadrant in spring and fall.

Exit Criteria: Grade on classroom assessments maintain 70% or above for at least two assessments. NWEA scores show improvement at the second testing.

Social Studies

Grade Span:6-8

Identification/Criteria for Selection: local, standards-based assessments where scores fall below 65% proficient.

Exit Criteria: Students maintain a 70% or higher on classroom assessments for two or more assessments.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

English Language Arts

Reading

Grade Span: 6-8

Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the Title I instructor 3-4 times a week for 30 minute sessions. Progress monitoring will occur using either MobyMax, DRA 2+, Khan Mappers, NWEA Skill Builder, or classroom assessments every two weeks. Students will be removed from support when they have achieved Grade level status on the NWEA assessment or have reached 70% or higher in two consecutive assessments in the ELA classroom.

Students in need of Tier III interventions will meet in groups of 1-2 students three times a week for support with the Title I coordinator.

Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, DRA 2+, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Writing

Grade Span: 6-8

Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the classroom teacher, Title I coordinator, or other qualified staff during their ELA class period small group instructional time. Students in need of Tier III support will meet three times a week with the Title I coordinator. Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, DRA 2+, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Math

Grade Span: 6-8

Interventions: Students who are identified as in need of intervention will be receiving Tier II support from the Title I instructor 3-4 times a week for 30 minute sessions. Progress monitoring will occur using either MobyMax, Khan Mappers, NWEA Skill Builder, or classroom assessments every two weeks. Students will be removed from support when they have achieved Grade level status on the NWEA assessment or have reached 70% or higher in two consecutive assessments in the math classroom.

Students in need of Tier III interventions will meet in groups of 1-2 students three times a week for support with the Title I coordinator.

Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, or classroom assessments. Students will move to Tier II after 9 weeks of intervention.

Science

School Improvement Plan

Merrill Middle School

Grade Span:6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support in the science classroom daily from both the Title I coordinator, the special ed team, and the grade-level instructor.

Students in need of Tier III interventions will meet three times a week for support with the Title I coordinator. Progress monitoring will occur using Moby Max, Khan Mappers, NWEA Skill Builder, and classroom assessments.

We believe that additional math instruction will increase science scores as the content areas are closely linked.

Social Studies

Grade Span: 6-8

Interventions: Interventions: Students who are identified as in need of intervention will be receiving Tier II support in the reading classroom daily from both the Title I coordinator, the special ed team, and the grade-level instructor.

Students in need of Tier III interventions will meet three times a week for support with the Title I coordinator. Progress monitoring will occur using MobyMax, Khan Mappers, NWEA Skill Builder, and classroom assessments.

We believe that increasing critical reading and thinking skills will assist student performance in Social Studies.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Tier I instruction includes differentiation on multiple levels in all classrooms. Teachers use the Gradual Release of Responsibility model of instruction. This ensures proper models for students to emulate. Also, teachers use brain-based learning strategies. We are also all trained in using visible learning strategies, and have received differentiation strategy instruction training from the ISD. We continue to include differentiation in each lesson to continue to meet the identified needs of each student.

Differentiation occurs in all levels of the classroom: Instruction, homework, classwork, and assessment depending on the needs of our students. Special Ed, At-Risk, and Title I instructors will provide professional development to the staff during teacher work days to enhance teacher knowledge of differentiation. Some of this training includes the use of Google Read/Write, content literacy writing strategies for differentiation, and more.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title IA

*Merrill Middle school will use Title I funds based on student identification of needed support. At least one hour of teacher time will be used for interventions daily. Additional Title IA direct teacher instructional interventions will be instituted depending on the need and availability of funds.

IDEA

A special education teacher is funded with federal money for students who need academic support.

Title IIA

Funds are used for :

MI Star Science Training

At-Risk interventions

8th to 9th Transition bootcamp

FAME training

Math training for teachers

Title I consultant

CHAMPS training

Title III

Title III Students are supported through the ISD.

Title IV

Provides counseling support for students 6-8

USDA Food and Nutrition Program

Free and reduced-cost breakfast and lunch programs for students are provided.

STATE RESOURCES, PROGRAMS AND GRANTS

General Funds

MS Transition programs, including teacher home visits and 6th grade orientation.

31a

Instructional coaching for all staff

Induction and mentoring support for new staff teaching At-Risk students

Direct Instruction by the 31a instructors

LOCAL RESOURCES, PROGRAMS, AND GRANTS

Small Rural Grants

FAME Training

Safe and Civil Schools training

Math curriculum instruction

New staff induction meetings and supplies

Saginaw Intermediate School District

The SISD provides consultants who conduct professional development and various supports in school improvement and other administrative capacities.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Comprehensive Needs Assessment:

In order to complete the Comprehensive Needs Assessment, input is gathered from stakeholders, including families, students, faculty, and community members, during Community Advisory meetings and Family engagement workshops, which are funded through general funds, Title IIa, 31a, and grants received from the Saginaw Community Foundation.

The data obtained for analysis was generated by core curriculum components that were supported through general funds. Title II was also used to contract a Title I Educational consultant. In addition, state and local assessment data is housed in Eidex, which is paid by general fund.

Schoolwide Reform Strategies:

Merrill Middle School has a multi-tiered system of support (MTSS) to address the needs of all students. General funds and State support grants are used to provide NWEA universal screener and progress monitoring probes in reading, math and science. The results of these assessments are used to determine the level and type of intervention provided to students. Tier I core instructional materials and classroom teachers are funded with general funders. Tier II and Tier III supplemental instructional materials are funded with Title I and 31a sources. Any necessary training for teachers and administrators is provided using Title I, IIA, and 31a Funding Sources.

Highly Qualified Staff:

All teachers at Merrill Middle School are highly qualified and meet the Michigan requirements for educator certification and receive support from district general funds.

Attract and Retain Highly Qualified Staff:

Merrill Middle School is a small rural school that draws in teachers who have a desire to teach a diverse number of classes and grade levels. Teachers are offered a variety of professional development opportunities to enhance their teaching practice, supported by Title IIa Funds.

Teachers are actively involved in decision making processes through participation in

School Improvement Plan

Merrill Middle School

various teacher committees and leadership opportunities. The district offers a competitive salary and benefits package with opportunities for tuition reimbursement for teachers supported by general funds.

All facilities are updated with 21st Century learning technology.

Professional Development:

The School improvement teams create a professional development calendar based on assessment and survey data each year. It is the desire of Merrill Middle School to introduce PLCs on Instructional rounds into the district and include professional development on these programs from general funds, 31a, and title IIA.

Title IIA is the primary source of PD funding, as well as funds from Small-Rural grants. Teachers are able to attend various conference and workshops related to their content areas and professional needs and goals.

Professional development specific to working with at-risk and title I students are funded with 31a and Title I funds.

Parental Involvement:

Through Title IA, parent information nights are hosted at Merrill Elementary and Merrill Middle School.

Middle School Transitions:

Student transition programs from grades 5 to 6 (which include home visits, orientation, Nacho Average School Night, and open house) and 8 to 9 (which include High School boot camp, Nacho Average School night, and open house) are supported through General Funds and at-risk funding as well as qualifying grants. Teacher home visits are executed in the summer prior to 6th grade by district faculty. This activity is funded through a grant secured by the Saginaw Community Foundation and Small Rural Federal grant.

Assessment Decisions:

Teacher participation in making assessment decisions are supported by general funds through the compensation of substitutes for release time.

Timely & Additional Assistance:

Highly qualified teachers who provide direct instruction and reteaching activities during interventions are supported with general funds. When a student is pulled for supplementary services, Title I funds are used for materials. 31a funds are used for instructional staff for our at-risk students, specifically in math and ELA.

Coordination & Integration of Federal, State & Local Resources:

See responses above as all questions are in response to component 10.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

USDA Food Nutrition Program:

Free and reduced-cost breakfast and lunch programs for students are provided.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school evaluates the implementation of the schoolwide program through the process of conducting a needs assessment annually. The school leadership team, which consists of Middle school and high school teachers, administrators, parents and also the Title I director, gather and analyze the data and then complete the documents together. This year-long process includes input from parents and other stakeholders. The staff will be informed of this process during our monthly staff meetings (which are connected to our school improvement goals in the monthly agendas), and during our early release times as well. Staff teaching goals for the year are connected to the school improvement plan, and staff meets quarterly with the building administrator to discuss progress towards these goals. PLC and Induction groups also meet to discuss goals within the school improvement plan to help unify new staff and inform them of building initiatives. Throughout this process, we have analyzed the results of the following data points:

DEMOGRAPHICS:

Demographic data was collected and analyzed at the end of the first semester. The leadership team analyzed the data to identify our strengths and challenges and identified areas of focus to be addressed in the school improvement plan. This information is shared with the stakeholders in the district in an infographic digitally and at district meetings.

PROCESS DATA:

The school leadership team reviewed the School Systems Review (SSR) in March in order to identify areas of strength and areas of need. This review process helped us to build upon strengths that are already identified, and then to scaffold those strengths to support other identified challenges. These results are shared with parents and staff at staff meetings and during our Community Involvement committee meetings.

ACHIEVEMENT DATA:

The Leadership team reviewed and analyzed both State and local data (MSTEP, NWEA, unit assessments) for all core content areas for the purpose of informing/focusing the school improvement plan. Both strengths and challenges were identified when looking at all student achievement as well as subgroup achievement. The entire staff analyzes achievement data throughout the year in the following ways: All staff review the data once per quarter as part of their individual goal process, and also quarterly as part of staff meetings and professional development days. Staff review local data quarterly to inform instruction as needed by utilizing our data warehouses to identify and address gaps in student learning.

We are completing the first administration of the PSAT 8 and will disaggregate this data to inform the school improvement process as we move forward. Parents receive assessment data via the sending home individual student test results and report cards, utilizing SKYWARD, and discussions at parent conferences. Building assessment results are shared with parents by the administration through board meetings, newsletters, and community meetings throughout the school year.

After we analyze the results of the needs assessments, we prioritize the needs and revisit the existing School Improvement Plan to determine any changes that may be needed. All stakeholders, including parents, are informed of the revisions to the plan prior to the beginning of the next school year.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Using results from state and local assessments we identify strengths and challenges in student learning in each of the content areas. We will also use classroom data and progress monitoring data to show improvement. Information on scores and the impact of the program will be shared with staff by the leadership team.

Our MTSS process allows instructors to identify students who need tiered support. Once these students have been identified, they will be ranked in order of greatest need based on standardized test scores and our district monitoring system. Once these students have been ranked, those at the bottom will receive tiered support from their instructor and the title I coordinator in their qualifying areas. Students will be monitored with our progress monitoring system every quarter for improvement and information on whether or not we are closing the academic gaps. By progress monitoring these students, and using common assessments, more students will be able to move smoothly through the MTSS process for targeted assistance.

Parents and other stakeholders will have opportunities to give input into the program and student performance at the Coffee and Convo meetings held every other Wednesday, and as the parent representative at the school and district improvement team meetings. There will also be at least two district-wide surveys for parents and other stakeholders to give feedback to the district on areas of need each year. The Merrill Middle School Improvement team will complete the comprehensive needs assessment from MDE to evaluate the Title I schoolwide program at the end of 2019-2020

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The Middle School leadership team will meet quarterly to discuss progress monitoring results for all students who are identified to receive support by Title I instructors. Data will be used to determine the effectiveness of interventions by the Title I staff and by classroom instructors. Gap analysis and assessment results (classroom and NWEA) will also be reviewed for each identified student. Parents of students receiving Title I support will be informed of their students' progress each quarter, and school-wide data will be shared at the Title I annual meeting, parent conferences, open houses, and other school wide meetings. Publications of school data will include Title I information as pertinent.

Data will be analyzed using the Comprehensive Needs Assessment at the end of 2019-2020.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Middle School Improvement team will monitor and evaluate the school-wide program using the comprehensive needs assessment. Survey data collected from students, staff members, parents and stakeholders will inform decisions by the school improvement team as to changes in the program in terms of meeting times, programming, and instruction. Demographic, Process and Achievement data are also gathered and analyzed throughout the year and decisions regarding our identified strengths and challenges are made in the spring. We make the appropriate adjustments to the school improvement plan based upon the analysis of these data points. Title I programming will remain an element in the school improvement plan to help staff and leadership remain focused on increasing the learning of all students in the building, and especially those receiving direct Title I support.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

6. Describe how the school-parent compact is developed.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

School Improvement Plan

Merrill Middle School

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Merrill Middle School 2019-2020

Overview

Plan Name

Merrill Middle School 2019-2020

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Merrill Middle School will be Proficient in Mathematics	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$16971
2	All Middle School Students will become scientific thinkers	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$16971
3	All students in Merrill Middle School will be proficient in English Language Arts	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$16971
4	Every Student is Safe, Healthy, and Responsible	Objectives: 1 Strategies: 4 Activities: 23	Organizational	\$83076
5	All Students at Merrill High School will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$16971

Goal 1: All students at Merrill Middle School will be Proficient in Mathematics

Measurable Objective 1:

increase student growth by 5% as measured by local, national and state assessments. by 06/12/2020 as measured by Local, state and national assessments..

Strategy 1:

Multi-Tiered Systems of Support (MTSS) - Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in mathematics

Category: Mathematics

Research Cited: Beckmann, S.M. Clarke, B., Foegen, A., Gersten, R., March, L., Star, J., Witzel, B. (2009). Assisting Students With Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools. The Institute for Education Sciences (IES).

Burns, Marilyn. Nine Ways to Catch Up. Educational Leadership 2007

Research on the Use of Khan Academy in Schools. "SRI Education (2014): n. page. Mar. 2014. Web. 9 June 2015.

Tier: Tier 2

Activity - Core Instruction (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Direct Instruction, Supplemental Materials, Academic Support Program, Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	No Funding Required	Middle School Math teachers Title I Staff At risk interventionist administration
Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher. The teacher will provide small group instruction three days a week for at least thirty minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/26/2019	06/12/2020	\$801	Title II Part A	MTSS Teachers Title I Staff Building Administrators Content area teachers Instructional Coach

School Improvement Plan

Merrill Middle School

Activity - Intensive intervention (Tier III):	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	Title I Schoolwide	MTSS TEAM Administration

Activity - MTSS Screening and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tiered support for all core academic areas.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	Section 31a	MTSS TEAM Administration

Strategy 2:

Student Engagement in Mathematics - Merrill Schools will increase achievement by focusing on student engagement and application in mathematics

Category: Mathematics

Research Cited: Hattie, John, et al. Visible Learning for Mathematics: What Works Best to Optimize Student Learning, Grades K-12. Corwin Mathematics, 2017.

Tier: Tier 1

Activity - Contextualized Academics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Merrill Schools mathematics classes will participate in Contextualized Academics through subject matter such as: Embedded career exploration activities in the core curriculum through a career focused education, Focus on specific career clusters, integrate core academics into Michigan's 17 career clusters, College and community based programs, and student competency based activities.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Math instructors

Activity - Student Goal Setting and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use nationally normed tests (NWEA) to set goals, progress monitor, and reflect on their achievement.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Math Instructors Instructional Coach Administration

School Improvement Plan

Merrill Middle School

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of formative assessment strategies taught by FAME coaches and learned in professional development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Math Instructors FAME Coaches Instructional Coach Administration
Activity - Learning Strategies/Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructors will implement Visible Thinking strategies from Project Zero or other engagement strategies, including allowing student choice, in mathematics. Instructors will use math manipulatives to make learning more visible for students in all math courses.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Math Instructors Instructional Coach Administration

Goal 2: All Middle School Students will become scientific thinkers

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of five percent in Science by 06/12/2020 as measured by Local, state and national assessments.

Strategy 1:

Student Engagement in Science - Science labs and technology will be further developed and maintained in the MS/HS to provide students with the opportunity to practice and implement the scientific inquiry model, investigations, and performance-based activities.

Category: Science

Research Cited: Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. Jan H, VAn Driel, Douwe Beijaard, and Nico Verloop. 23 January 2001.

[http://onlinelibrary.giley.com/doi/10.1002/1098-2736\(200120\)38:2%3c137::AID-TEA1001%3E3.0CO;2-](http://onlinelibrary.giley.com/doi/10.1002/1098-2736(200120)38:2%3c137::AID-TEA1001%3E3.0CO;2-)

[U/abstract;jsessionid+813797855cc44A03F046E2060A354C3D.F02T03?deniedaccesscustomizedmessage=&userIsAuthenticated=false](http://onlinelibrary.giley.com/doi/10.1002/1098-2736(200120)38:2%3c137::AID-TEA1001%3E3.0CO;2-U/abstract;jsessionid+813797855cc44A03F046E2060A354C3D.F02T03?deniedaccesscustomizedmessage=&userIsAuthenticated=false)

Tier: Tier 1

Activity - MS Stem Exploratory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

Participating 6th, 7th & 8th grade students will attend a year-long class focusing on STEM topics and investigations	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Stem Instructor
Activity - Contextualized Academics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructors will deliver core academic content through subject matter. Suggested strategies include: Embed career exploration activities in the core curriculum through a career-focused education, Focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 Career Clusters, incorporate a collaborative teaching model, college and community-based programs, student Competency based programs.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Science Instructors Administration
Activity - Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor their learning through goal setting, progress monitoring, and reflection on their learning.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Science Instructors Administration
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Instructors will include Formative Assessment strategies to increase student engagement and address student-specific learning needs.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Science Instructors Fame Coaches Instructional Coach Administration
Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Instructors will embed Visible Thinking strategies from Project Zero or other engagement strategies, including allowing student choice, into science lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Science Teachers Instructional Coach Administration

Strategy 2:

Multi-Tiered Systems of Support (MTSS) - Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in science.

School Improvement Plan

Merrill Middle School

Category: Science

Research Cited: Lbogle. "ESSA Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RTI)." American Institutes for Research, 9 Apr. 2019, www.air.org/resource/essa-multi-tiered-systems-support-mtss-response-intervention-rti.

Tier: Tier 1

Activity - Core Instruction (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Title I Staff Administration Classroom Teachers
Activity - Tier II Interventions:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and Instructional Coach The teacher will provide small group instruction three days a week for at least thirty minutes.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	Title II Part A	MTSS TEAM Administration
Activity - Intensive intervention (Tier III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	Title I Schoolwide	MTSS Team Administration
Activity - MTSS Screening and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and implement Tiered instruction	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	Section 31a	MTSS Team Administration

Goal 3: All students in Merrill Middle School will be proficient in English Language Arts

Measurable Objective 1:

100% of All Students will demonstrate a proficiency Increase of 5% in English Language Arts by 06/12/2020 as measured by Local, state and national assessments.

Strategy 1:

Multi-Tiered System of Support - Staff will maintain a strong MTSS program for students identified as needing additional time and assistance to meet learning standards in ELA.

Category: English/Language Arts

Research Cited: Kittle, Penny. Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers. Portsmouth, NH: Heinemann, 2013. Print.

Kittle, Penny. Write beside Them: Risk, Voice, and Clarity in High School Writing. Portsmouth, NH: Heinemann, 2008. Print.

Miller, Donalyn, and Jeff Anderson. The Book Whisperer: Awakening the Inner Reader in Every Child. New York, NY: Scholastic, 2011. Print.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015. Print.

Serravallo, Jennifer. The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers with 300 Strategies. Portsmouth, NH: Heinemann, 2017. Print.

Tier: Tier 2

Activity - MTSS Screening and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and provide tiered support	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/26/2019	06/12/2020	\$12290	Section 31a	Instructional Staff At-Risk Interventionist Administrator Title I Staff
Activity - MTSS Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Merrill Middle School

Core Instruction (Tier I): Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Direct Instruction, Parent Involvement, Teacher Collaboration, Academic Support Program, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	MTSS team Administration
--	---	--------	-----------	------------	------------	-----	---------------------	--------------------------

Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and instructional support staff will develop and provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and instructional coach. The teacher will provide small group instruction three days a week for at least thirty minutes.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	Title II Part A	MTSS Staff Administration

Activity - Intensive intervention (Tier III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	Title I Schoolwide	Administration MTSS Team

Strategy 2:

Student Engagement - Merrill Middle School will focus on engaging students to become more invested in their learning

Category: English/Language Arts

Research Cited: Fisher, Douglas, et al. Teaching Literacy in the Visible Learning Classroom. Corwin Literacy, 2017.

Tier: Tier 1

Activity - Contextualized Academics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructors will deliver core academic content through subject matter by using the following suggested strategies: Embed career exploration activities in the core curriculum through a career focused education, focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 career clusters, incorporate a collaborative teaching model, college and community based programs, student competency based programs.	Direct Instruction, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	ELA instructors Instructional Coach Administration

School Improvement Plan

Merrill Middle School

Activity - Student Goals and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use nationally normed testing (NWEA) to set goals, progress monitor, and reflect on their achievement.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	ELA Instructors Instructional Coach Administration
Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of formative assessment strategies taught by FAME Coaches and learned in Professional Development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	ELA Instructors FAME Coaches Instructional Coach Administration
Activity - Visible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructors will embed Visible Thinking Strategies from Project Zero or other engagement strategies, including allowing student choice, into mathematics lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	ELA Instructors Instructional Coach Administration
Activity - Graphic Novel Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will encourage student engagement by exploring graphic novels as a whole class novel in the ELA curriculum.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	ELA Instructors Instructional Coach Administration

Goal 4: Every Student is Safe, Healthy, and Responsible

Measurable Objective 1:

School Improvement Plan

Merrill Middle School

collaborate to improve school climate for all students through the implementation and maintenance of a positive behavior intervention and support system. by 06/12/2020 as measured by Demographics and perception data on behavior infractions, attendance and tardiness..

Strategy 1:

Implementation of PBIS programs - The building staff will implement a positive behavior support system that will align with the Safe and Civil Schools and Restorative Practices model.

Category: School Culture

Research Cited: McNeely, Clea A., James M. Nonnemaker, and Robert W. Blum. "Promoting School COnnectedness: Evidence from the National Longitudal Study of Adolescent Health." 72.4 (2002): 138-46. Web.

Tier: Tier 1

Activity - Implementation of PBIS programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building PBIS team will provide staff and student training necessary to continue the implementation of the individual building programs, including restorative practices.	Behavioral Support Program, Supplemental Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Instructional staff Administrators
Activity - PBIS Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS teams will monitor student behavior, attendance and tardiness, and perception data.	Behavioral Support Program, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$850	Other	PBIS teams Administrator
Activity - Evaluation of PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Merrill Middle School

The PBIS programs will be used for the District Program Evaluation Tool.	Behavioral Support Program, Other, Teacher Collaboration, Policy and Process	Tier 2	Monitor	08/26/2019	06/12/2020	\$0	No Funding Required	PBIS team Administrator or HS counselor
--	--	--------	---------	------------	------------	-----	---------------------	---

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-12 counselor will collaborate with the classroom teachers to identify and select Tier 2/3 students who will work with the counselor in small groups or on an individual basis to reinforce the school's positive strategies and receive group/individual support using restorative practices.	Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/26/2019	06/12/2020	\$44000	Title IV Part A	K-12 Counselor 9-12 staff Administration

Activity - Intervention from Rock	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ROCK Forging Futures will bolster skills necessary for success in life and the pursuit of post-secondary options. These include building self-esteem, goal setting, and motivation. They will also provide tools to help unlock student potential.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$8000	Section 31a	Administration Counselor Classroom Instructors At-Risk Interventionist.

Strategy 2:

Focus - By building relationships with students, the student will feel more connected to the school, reducing incidences of negative behavior, absenteeism, and truancy.

Category: Career and College Ready

Research Cited: Conley, David T. "College and Career Ready: Helping all Students Succeed Beyond High School" (2010).

Tier: Tier 1

Activity - Monitor Focus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

The Early College Committee will create tools to be used to monitor the implementation of the Focus period. Monitoring data will be shared and discussed regularly with staff throughout the school year.	Behavioral Support Program, Supplemental Materials, Teacher Collaboration, Policy and Process, Professional Learning, Academic Support Program	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	No Funding Required	Early College Committee Advisory Teachers Administration
---	--	--------	---------	------------	------------	-----	---------------------	--

Activity - Evaluate Focus Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Early College Committee will evaluate the effectiveness of the Focus period using attendance, perception, and behavioral data from a variety of stakeholders.	Behavioral Support Program, Walkthrough, Policy and Process, Academic Support Program, Technology	Tier 1	Evaluate	08/27/2018	06/11/2019	\$0	No Funding Required	Early College Committee Advisory Staff Administration

Activity - Middle School Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will build a relationship with assigned students focusing on using interpersonal skills and post-secondary preparation strategies during focus periods.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	Middle School Staff Administration College and Career Advisor Guidance Counselor Instructional Coach

School Improvement Plan

Merrill Middle School

Activity - Michigan Career Development Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus classes will implement the Michigan Career Development Model for Career Exploration in Focus Classes. This will include implementation of Targets 1,3,4,5,6,7, and 8.	Direct Instruction, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	All Focus Instructors Administration

Strategy 3:

Professional Development - Every student, every day, has excellent educators. Merrill community school staff will implement a professional development plan that reflects an emphasis on the whole child approach to education, which is individualized to staff needs and includes opportunities for leadership, growth, and reflection.

Category: School Culture

Research Cited: "Manipulated Kids: Teens Tell How Ads Influence Them." Manipulated Kids: Teens Tell How Ads Influence Them - Educational Leadership, www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Manipulated-Kids@-Teens-Tell-How-Ads-Influence-Them.aspx.

Hattie, John. "The Power of Feedback." Philosophy of the Social Sciences, journals.sagepub.com/doi/abs/10.3102/003465430298487.

Shute, VJ. "Focus on Formative Feedback." Philosophy of the Social Sciences, journals.sagepub.com/doi/abs/10.3102/0034654307313795.

Sprick, Randall S., and Keba Baldwin. CHAMPs: a Proactive & Positive Approach to Classroom Management. Pacific Northwest Publishing, 2009.

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Merrill Community School staff will attend training on building and conducting professional collaborative inquiry groups	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$11000	Title II Part A	FAME coaches Instructional Coach College Advisor

Activity - Safe and Civil Schools and Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

Restorative Practices training for eight district members and Safe and Civil Schools training for three staff members, Reviews of both practices for all staff. .	Behavioral Support Program, Career Preparation /Orientation , Materials, Academic Support Program	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$500	Section 31a	Administrati on Instructional Coach
---	---	--------	---------------	------------	------------	-------	-------------	-------------------------------------

Activity - Induction Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All non-tenured staff will participate in the induction programming professional development	Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$5726	Title II Part A, Other	All nontenured staff Instructional Coach Administration

Activity - MTSS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in an ISD consultant-led PLC through a blended learning format assisting districts with evaluating their current Tier 1 system for academics and behavior. Instructors will also have the opportunity to examine Tier 2 practices and interventions.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	MTSS Team Administration

Activity - Next Generation Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SISD will provide consultant support in science instructional staff in the development of a science curriculum encompassing the Next Generation Science Standards using MISTAR Curriculum	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$700	Title II Part A	All science Instructional staff Administration

Activity - Social Studies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of social students will align content and curriculum to the new Michigan social studies standards as they become available.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$540	Title II Part A	All Instructional staff Administration

School Improvement Plan

Merrill Middle School

Activity - ELA Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Instructors will attend MRA March Conference reading and writing workshop training will be provided to all ELA staff to improve tier I instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$510	Title II Part A	All Instructional Staff Administration
Activity - Math professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math staff K-12 will meet with an ISD consultant to explore the content alignment, pacing and assessment in the current math program.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$140	General Fund	All Instructional Staff ISD consultant Administration
Activity - Xello Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Staff at Merrill Middle Middle School will participate in Professional training on Xello, a web-based career exploration and skill development platform for students. Staff will be trained on student assessments, exploration tools. building plans, student lessons, educator tools and more to implement into their classroom curriculum and FOCUS.	Professional Learning	Tier 1	Implement	09/20/2019	06/12/2020	\$450	Title IV Part A	All MS Staff Administration
Activity - ROCK Instructional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eight Middle School Staff members will receive training from THE ROCK on Discover You	Behavioral Support Program, Curriculum Development, Academic Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$1460	Section 31a	Middle School Focus Staff Administration

Strategy 4:

Family Engagement - All staff will provide families with information on how to support their child in all content areas, including academic and behavior supports through the implementation of multiple engagement strategies.

School Improvement Plan

Merrill Middle School

Category: School Culture

Research Cited: Kreider, Holly. "Family Involvement: What Does Research Say?" Harvard Graduate School of Education, 24 July 2006,

www.gse.harvard.edu/news/uk/06/07/family-involvement-what-does-research-say.

Tier: Tier 1

Activity - Staff/family engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide families with information and strategies on how to support their child in all content areas, including academic and behavioral support. MS staff will send parent access to McGraw Hill My Math digital programs.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	All instructional staff MTSS Team Administration

Activity - On-Going Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in ongoing communication with families as part of their classroom management system of support for students.	Parent Involvement	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	All Instructional staff Administration

Activity - Homeless Liaison Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as Homeless under McKinney-Vento will receive counseling and other accepted services through our district coordinator.	Behavioral Support Program, Supplemental Materials, Policy and Process, Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$9000	Other	Homeless Liaison Coordinator Administration Counselor

Activity - Community Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

Members of the MMS staff and local community will participate in a community wide book study to inform best practices and ensure positive community relationships and communication	Behavioral Support Program, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$200	Section 31a	Administration Staff
---	---	--------	-----------	------------	------------	-------	-------------	----------------------

Goal 5: All Students at Merrill High School will be proficient in Social Studies.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 5% in Social Studies by 06/11/2019 as measured by local, national and state assessments.

Strategy 1:

Student Engagement in Social Studies - Merrill Schools will increase student achievement by focusing on student engagement.

Category: Social Studies

Research Cited: Fisher, Douglas, et al. Teaching Literacy in the Visible Learning Classroom. Corwin Literacy, 2017.

Tier: Tier 1

Activity - Contextualized Academics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructors will deliver core academic content through subject matter by using the following suggested strategies: Embed career exploration activities in the core curriculum through a career focused education, focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 career clusters, incorporate a collaborative teaching model, college and community based programs, student competency based programs.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	No Funding Required	Social Studies Staff Instructional Coach Administration

Activity - Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set goals, progress monitor, and reflect on their achievement in social studies classes.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	No Funding Required	Social Studies Staff. Administration

School Improvement Plan

Merrill Middle School

Activity - FAME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of formative assessment strategies taught by FAME Coaches and learned in Professional Development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	No Funding Required	Social Studies Instructors FAME coaches Instructional Coach Administration

Activity - Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructors will embed Visible Thinking Strategies from Project Zero or other engagement strategies, including allowing student choice, into social studies lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	No Funding Required	Social Studies Instructors Instructional Coach Administration

Strategy 2:

MTSS: Multi-Tiered System of Support - Multi-Tiered Systems of Support (MTSS) interventions to address best practices in instruction in social studies will be implemented.

Category: Learning Support Systems

Tier: Tier 1

Activity - Core Instruction (Tier I)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	No Funding Required	All Instructors Administration

Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and Instructional coach. The teacher will provide small group instruction three days a week for at least thirty minutes.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	Title II Part A	All instructional staff MTSS Team Administration
Activity - Intensive Intervention (Tier III)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	Title I Schoolwide	MTSS Team Administration
Activity - MTSS Screening and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and provide instructional support.	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	Section 31a	All Instructional staff MTSS Team Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math professional development	The Math staff K-12 will meet with an ISD consultant to explore the content alignment, pacing and assessment in the current math program.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$140	All Instructional Staff ISD consultant Administration

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Xello Professional Training	All Staff at Merrill Middle Middle School will participate in Professional training on Xello, a web-based career exploration and skill development platform for students. Staff will be trained on student assessments, exploration tools, building plans, student lessons, educator tools and more to implement into their classroom curriculum and FOCUS.	Professional Learning	Tier 1	Implement	09/20/2019	06/12/2020	\$450	All MS Staff Administration
Restorative Practices	The K-12 counselor will collaborate with the classroom teachers to identify and select Tier 2/3 students who will work with the counselor in small groups or on an individual basis to reinforce the school's positive strategies and receive group/individual support using restorative practices.	Behavioral Support Program, Teacher Collaboration	Tier 2	Implement	08/26/2019	06/12/2020	\$44000	K-12 Counselor 9-12 staff Administration

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Merrill Middle School

Intensive intervention (Tier III)	The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	MTSS Team Administration
Intensive Intervention (Tier III)	The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	MTSS Team Administration
Intensive intervention (Tier III)	The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	Administration MTSS Team
Intensive intervention (Tier III):	The instructional support team will provide Tier III intensive support programs for students based on the student's identified needs. Interventions will occur 3-4 days a week for 30 minutes.	Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$3880	MTSS TEAM Administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Liaison Coordinator	Students identified as Homeless under McKinney-Vento will receive counseling and other accepted services through our district coordinator.	Behavioral Support Program, Supplemental Materials, Policy and Process, Academic Support Program	Tier 3	Implement	08/26/2019	06/12/2020	\$9000	Homeless Liaison Coordinator Administration Counselor
PBIS Monitoring	The PBIS teams will monitor student behavior, attendance and tardiness, and perception data.	Behavioral Support Program, Policy and Process, Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$850	PBIS teams Administrator
Induction Activities	All non-tenured staff will participate in the induction programming professional development	Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$1480	All nontenured staff Instructional Coach Administration

School Improvement Plan

Merrill Middle School

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Strategies	Social Studies instructors will embed Visible Thinking Strategies from Project Zero or other engagement strategies, including allowing student choice, into social studies lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	Social Studies Instructors Instructional Coach Administration
Core Instruction (Tier I)	Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Title I Staff Administration Classroom Teachers
Evaluate Focus Period	The Early College Committee will evaluate the effectiveness of the Focus period using attendance, perception, and behavioral data from a variety of stakeholders.	Behavioral Support Program, Walkthrough, Policy and Process, Academic Support Program, Technology	Tier 1	Evaluate	08/27/2018	06/11/2019	\$0	Early College Committee Advisory Staff Administration
Staff/family engagement	Staff will provide families with information and strategies on how to support their child in all content areas, including academic and behavioral support. MS staff will send parent access to McGraw Hill My Math digital programs.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All instructional staff MTSS Team Administration
Formative Assessment	Teachers will implement the use of formative assessment strategies taught by FAME coaches and learned in professional development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Math Instructors FAME Coaches Instructional Coach Administration

School Improvement Plan

Merrill Middle School

MS Stem Exploratory	Participating 6th, 7th & 8th grade students will attend a year-long class focusing on STEM topics and investigations	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Stem Instructor
FAME	Teachers will implement the use of formative assessment strategies taught by FAME Coaches and learned in Professional Development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	Social Studies Instructors FAME coaches Instructional Coach Administration
Student Goal Setting and Reflection	Students will use nationally normed tests (NWEA) to set goals, progress monitor, and reflect on their achievement.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Math Instructors Instructional Coach Administration
Graphic Novel Exploration	Staff will encourage student engagement by exploring graphic novels as a whole class novel in the ELA curriculum.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA Instructors Instructional Coach Administration
Visible Thinking	ELA instructors will embed Visible Thinking Strategies from Project Zero or other engagement strategies, including allowing student choice, into mathematics lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA Instructors Instructional Coach Administration
Contextualized Academics	Science instructors will deliver core academic content through subject matter. Suggested strategies include: Embed career exploration activities in the core curriculum through a career-focused education, Focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 Career Clusters, incorporate a collaborative teaching model, college and community-based programs, student Competency based programs.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Science Instructors Administration
Student Goal Setting	Students will monitor their learning through goal setting, progress monitoring, and reflection on their learning.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Science Instructors Administration
MTSS Training	Staff will participate in an ISD consultant-led PLC through a blended learning format assisting districts with evaluating their current Tier 1 system for academics and behavior. Instructors will also have the opportunity to examine Tier 2 practices and interventions.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	MTSS Team Administration

School Improvement Plan

Merrill Middle School

Implementation of PBIS programs	Building PBIS team will provide staff and student training necessary to continue the implementation of the individual building programs, including restorative practices.	Behavioral Support Program, Supplemental Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Instructional staff Administrators
Learning Strategies/Manipulatives	Math instructors will implement Visible Thinking strategies from Project Zero or other engagement strategies, including allowing student choice, in mathematics. Instructors will use math manipulatives to make learning more visible for students in all math courses.	Direct Instruction	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Math Instructors Instructional Coach Administration
Middle School Focus	Staff will build a relationship with assigned students focusing on using interpersonal skills and post-secondary preparation strategies during focus periods.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Middle School Staff Administration College and Career Advisor Guidance Counselor Instructional Coach
Michigan Career Development Model	Focus classes will implement the Michigan Career Development Model for Career Exploration in Focus Classes. This will include implementation of Targets 1,3,4,5,6,7, and 8.	Direct Instruction, Curriculum Development, Career Preparation/Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Focus Instructors Administration
Learning Strategies	Science Instructors will embed Visible Thinking strategies from Project Zero or other engagement strategies, including allowing student choice, into science lessons.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Science Teachers Instructional Coach Administration

School Improvement Plan

Merrill Middle School

Core Instruction (Tier I)	Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Direct Instruction, Supplemental Materials, Academic Support Program, Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	Middle School Math teachers Title I Staff At risk interventionist administration
Student Goal Setting	Students will set goals, progress monitor, and reflect on their achievement in social studies classes.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	Social Studies Staff. Administration
FAME	Teachers will implement the use of formative assessment strategies taught by FAME Coaches and learned in Professional Development to engage students in the learning process and to address the specific learning needs of each student.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA Instructors FAME Coaches Instructional Coach Administration
Contextualized Academics	ELA instructors will deliver core academic content through subject matter by using the following suggested strategies: Embed career exploration activities in the core curriculum through a career focused education, focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 career clusters, incorporate a collaborative teaching model, college and community based programs, student competency based programs.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/27/2018	06/11/2019	\$0	Social Studies Staff Instructional Coach Administration
Evaluation of PBIS	The PBIS programs will be used for the District Program Evaluation Tool.	Behavioral Support Program, Other, Teacher Collaboration, Policy and Process	Tier 2	Monitor	08/26/2019	06/12/2020	\$0	PBIS team Administrator HS counselor

School Improvement Plan

Merrill Middle School

Contextualized Academics	Students in Merrill Schools mathematics classes will participate in Contextualized Academics through subject matter such as: Embedded career exploration activities in the core curriculum through a career focused education, Focus on specific career clusters, integrate core academics into Michigan's 17 career clusters, College and community based programs, and student competency based activities.	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Math instructors
Contextualized Academics	ELA instructors will deliver core academic content through subject matter by using the following suggested strategies: Embed career exploration activities in the core curriculum through a career focused education, focus on each career cluster in a specific grade level or content area, integrate core academics to Michigan's 17 career clusters, incorporate a collaborative teaching model, college and community based programs, student competency based programs.	Direct Instruction, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA instructors Instructional Coach Administration
Monitor Focus Period	The Early College Committee will create tools to be used to monitor the implementation of the Focus period. Monitoring data will be shared and discussed regularly with staff throughout the school year.	Behavioral Support Program, Supplemental Materials, Teacher Collaboration, Policy and Process, Professional Learning, Academic Support Program	Tier 1	Monitor	08/26/2019	06/12/2020	\$0	Early College Committee Advisory Teachers Administration
Formative Assessment	Science Instructors will include Formative Assessment strategies to increase student engagement and address student-specific learning needs.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Science Instructors Fame Coaches Instructional Coach Administration
On-Going Communication	Staff will participate in ongoing communication with families as part of their classroom management system of support for students.	Parent Involvement	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Instructional staff Administration

School Improvement Plan

Merrill Middle School

MTSS Core Instruction	Core Instruction (Tier I): Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Direct Instruction, Parent Involvement, Teacher Collaboration, Academic Support Program, Technology	Tier 1	Implement	08/26/2019	06/12/2020	\$0	MTSS team Administration
Student Goals and Progress Monitoring	Students will use nationally normed testing (NWEA) to set goals, progress monitor, and reflect on their achievement.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA Instructors Instructional Coach Administration
Core Instruction (Tier I)	Classroom teachers will provide Tier I support through evidence-based instructional strategies, including adding effective engagement strategies into their lessons (including visible thinking strategies, and content area literacy instructional practices).	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$0	All Instructors Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Curriculum Development	The SISD will provide consultant support in science instructional staff in the development of a science curriculum encompassing the Next Generation Science Standards using MISTAR Curriculum	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$700	All science Instructional staff Administration
Collaborative Learning	Merrill Community School staff will attend training on building and conducting professional collaborative inquiry groups	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/26/2019	06/12/2020	\$11000	FAME coaches Instructional Coach College Advisor
Social Studies Professional Development	Teachers of social studies will align content and curriculum to the new Michigan social studies standards as they become available.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$540	All Instructional staff Administration

School Improvement Plan

Merrill Middle School

Tier II Interventions	Classroom teachers and instructional support staff will develop and provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and instructional coach. The teacher will provide small group instruction three days a week for at least thirty minutes.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	MTSS Staff Administration
Tier II Interventions:	Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and Instructional Coach. The teacher will provide small group instruction three days a week for at least thirty minutes.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	MTSS TEAM Administration
Tier II Interventions	Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher and Instructional coach. The teacher will provide small group instruction three days a week for at least thirty minutes.	Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$801	All instructional staff MTSS Team Administration
ELA Professional development	ELA Instructors will attend MRA March Conference reading and writing workshop training will be provided to all ELA staff to improve tier I instruction. This includes training on Reading and writing conferences with students, critical reading strategies, annotation skills, informational reading strategies, and digital literacies.	Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$510	All Instructional Staff Administration
Tier II Interventions	Classroom teachers and instructional support staff will provide tier II support based on student's identified needs. The instructional support staff will consist of the classroom teacher. The teacher will provide small group instruction three days a week for at least thirty minutes.	Direct Instruction, Academic Support Program, Technology	Tier 2	Implement	08/26/2019	06/12/2020	\$801	MTSS Teachers Title I Staff Building Administrators Content area teachers Instructional Coach
Induction Activities	All non-tenured staff will participate in the induction programming professional development	Direct Instruction, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$4246	All nontenured staff Instructional Coach Administration

Section 31a

School Improvement Plan

Merrill Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Screening and Support	Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and provide instructional support.	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	All Instructional staff MTSS Team Administration
Community Book Study	Members of the MMS staff and local community will participate in a community wide book study to inform best practices and ensure positive community relationships and communication	Behavioral Support Program, Parent Involvement, Professional Learning, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$200	Administration Staff
MTSS Screening and Support	Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and implement Tiered instruction	Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	MTSS Team Administration
Safe and Civil Schools and Restorative Practices Training	Restorative Practices training for eight district members and Safe and Civil Schools training for three staff members, Reviews of both practices for all staff. .	Behavioral Support Program, Career Preparation /Orientation, Materials, Academic Support Program	Tier 1	Getting Ready	08/26/2019	06/12/2020	\$500	Administration Instructional Coach
ROCK Instructional Training	Eight Middle School Staff members will receive training from THE ROCK on Discover You	Behavioral Support Program, Curriculum Development, Academic Support Program	Tier 1	Implement	08/19/2019	06/12/2020	\$1460	Middle School Focus Staff Administration

School Improvement Plan

Merrill Middle School

Intervention from Rock	The ROCK Forging Futures will bolster skills necessary for success in life and the pursuit of post-secondary options. These include building self-esteem, goal setting, and motivation. They will also provide tools to help unlock student potential.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$8000	Administration Counselor Classroom Instructors At-Risk Interventionist.
MTSS Screening and Support	Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tiered support for all core academic areas.	Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/26/2019	06/12/2020	\$12290	MTSS TEAM Administration
MTSS Screening and Support	Instructional Staff will universally screen all students three times a year. Data will be used to inform student placement in appropriate tier and provide tiered support	Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/26/2019	06/12/2020	\$12290	Instructional Staff At-Risk Interventionist Administrator Title I Staff