

# Merrill Elementary School

**2022 - 2023**

Brandye Hereford  
1635 Nelson Ave.  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Brandye Hereford*	Principal	
Nailah Adama*	3rd-grade teacher	12
Nicole Davidson	3rd-grade teacher	14
Andrea Heckner*	Literacy Coach	1
Pearlena Douglas*	STEM Coach	1
Elizabeth France	Special Education	3
Carl Newton	1st-grade teacher	1
Alicia Wash*	Academic Interventionist	1
SAIL Team*		

# Beliefs, Mission, Vision, and Values

## Beliefs

1. That all students are born excellent and with inherent greatness (Nia -Purpose, Imani)(\*Presentismo?)
2. We cultivate student potential with individualized support in different ways such as academic, social emotional and character(Purpose and Creativity, Imani)
3. In validating and affirming our students' home cultures in the school environment (interactions) (Umoja - Respect)
4. In respecting and valuing the cultural diversity that each individual brings to school (Umoja - Respect) (\*Personalismo)
5. In dismantling systemic racism in the educational system (Nia -Purpose, Ujamaa)
6. In a community based approach, which fosters an environment where students, families, community members and staff feel a sense of belonging (Unity, Purpose, Collective Work and Responsibility) (\*Personalismo)
7. In collaboration with all stakeholders (families, community members, district) because they play a major role in educating our students (Unity, Purpose, Collective Work and Responsibility) (\*Familisimo) #
8. In reflection of our best practices, we can always do better and always have room for growth(Self-Determination)
9. It's important to recruit, hire and retain staff that are equitably representative of our student body(Purpose, Self-Determination)
10. In holding each other accountable to uphold these ideals (collective work and responsibility)

## Mission

As a diverse community, we will nurture students to reach their full potential in their social and academic excellence by providing them culturally relevant, rigorous, high-quality instructional experiences.

## Vision

To be the best school community in the whole world, and promote greatness in the community by empowering students to be self-confident critical thinkers with a passion for learning, encouraging creative expression of their knowledge, while utilizing tools to become game-changers in their community and world.

## Values

Heshima (Respect)

Umoja (Unity)

Kujichagulia (Self-Determination)

Ujima (Collective Work and Responsibility)

Ujamaa (Cooperative Economics)

Nia (Purpose)

Kuumba (Creativity)

Imani (Faith)

# What's your school's reimagined story...

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

📅 2021 Beliefs, Mission, Vision and Values Process (Merrill)

📊 Merrill Equity Audit Data Dashboard

Merrill is a 4K-3 elementary school with a student population of 206. The families are 84.06%. Student demographics relating to race are 46% Black, 17% White, and 23% Hispanic, 1% American Indian or 13% Alaskan and two or more races. Merrill school has a clear equity mission(87.5%), equity plan of action based on the policy, mission statement, and analysis of its current equity needs(75.0%) equitable distribution of highly-qualified teachers(87.5%). It has staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across the various job classifications from administration to non-certified positions (75%), students given access to resources, facilities, and academic placement dependent on individual talent, skill, and interest(62.5%), the composition of the school staff representative of the racial/ethnic/gender/disability composition of the student body and larger school community(62.5%), all staff members familiar with the varied demographic groups and neighborhoods in the school(62.5%), people at different job levels, paid or volunteer, treated with comparable respect(87.5%).

Merrill is a school that has been identified as needing improvement by DPI since 2012 in the areas of reading and math with the specific subgroup of African American boys. Merrill's parents and community are very supportive of the school. Merrill has numerous

community groups who volunteer their time and money to Merrill projects. Empathy groups were focused on students, staff, and parents. Parents felt the Lu program would be a valuable addition to academic programming.

Merrill reimagined school would be more student-centered. More professional development towards response protocol and discussion protocols to keep students engaged and embedded into every aspect of the classroom no matter the curricular materials. Ron Clark Academy (RCA) currently uses the house system concept to establish community and create a collective work and responsibility system among students and staff and how they engage learners. PBIS moves to the house system for 4K-3. Kids own the cheers, chants, and group incentive selection.

Merrill wants to increase social-emotional programming targeted towards African-American boys in 1st and 2nd grade called “Young Kings.” where students will work on building self-efficacy, self-identity, community values, encounter Beloit African American role models and work on problem-solving and regulating their behavior.

# Continuous Improvement Plan Goals

## Priority Area Literacy SMART Goal

By June 2023, the percentage of students reading at or above grade level as assessed by the IRLA will increase from 13% to 38% with at least 25% of our students experiencing 1.5 or more years of growth.

## Priority Area Mathematics SMARTE Goal

During the 2022-2023 school year, Merrill will focus on helping students to think about math in a coherent way by scaffolding instruction, establishing daily routines, and encouraging discourse to increase the number of students meeting growth targets as measured by assessments from Fall to Spring by 10% in the area of Operations and Algebraic Thinking.

## Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

During the 2022-2023 school year, Merrill will focus on validating, affirming students' home culture while building and bridging our school culture through the use of the Ron Clark House Academy.

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Literacy SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?

- Assessment
- Standards and Curriculum Development

#### 2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- [Read To Me Intervention](#)
- Forward Exam & MAPS data broken down by strands and student

#### 3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Engagement
- High-Quality reading with Foundational Reading Materials

**Theory of Action Statement: If we increase student engagement through ownership of learning and cultivating a culture of high achievement, then we will increase foundational skills in literacy.**

**(SCHOOL) Literacy SMARTE Goal (Annual Growth):**

<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
<p>Goal Setting</p> <ul style="list-style-type: none"> <li>All students with the assistance of their teacher will set an end of the year powergoal that is challenging yet attainable.</li> <li>Student Power goals will be broken into smaller, short term goals and monitored regularly by both teachers and students.</li> </ul>	<p>Assessment</p> <p>Standards &amp; Curriculum</p>	<p>Helping students identify their reading power goal</p> <p>Building reading and writing engagement</p> <p>Students choose books at their level from robust classroom libraries</p>	<p>Student IRLA levels are identified</p> <p>Students can identify the reading goal they are working towards</p> <p>Students read books daily at their level</p> <p><u>MLSS Literacy Data - Quarterly Analysis</u></p>	<p>District Funds for ARC</p>
<p>PLC</p> <ul style="list-style-type: none"> <li>Teachers will engage in PLC with an emphasis on using student data to identify how learning is happening and what we are going to teach.</li> </ul>	<p>Professional Learning</p> <p>Standards &amp; Curriculum</p>	<p>Data Focused</p> <ul style="list-style-type: none"> <li>Who is thriving?</li> <li>Who is striving?</li> <li>Who is struggling?</li> <li>What are going to do about it?</li> </ul>	<p>PLC notes and observations as well as student data</p>	<p>District funds built in for bi-weekly PLC time</p>

**Parent / Family Engagement Strategies for SMARTE Goal:**

<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>
Literacy Night on November 10, 2022	Literacy Coach & team	Attendance Data	Parent Survey
APTT (Academic Parent Teacher Teams)	School staff and adult family members	Attendance Data Staff Survey	Parent Survey
Messaging about Literacy via SeeSaw and Smores	Literacy Coach & team	Family member response to messaging	Data regarding messaging

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			
<b>Summative</b>			

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Mathematics SMARTE Goal:

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to Math?</b>
<ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• Standards and Curriculum</li> </ul>
<b>2.0 What are your key quantitative and qualitative data takeaways related to Math?</b>
<ul style="list-style-type: none"> <li>• Math Benchmark Assessment broken down by strands and student</li> <li>• Forward Exam &amp; MAPS data</li> </ul>
<b>3.0 What 1 - 2 hypotheses/problems of practice from your Root Cause Analysis will you turn into action steps?</b>
<ul style="list-style-type: none"> <li>• Student Engagement</li> <li>• Growth Mindset</li> </ul>
<b>Theory of Action Statement: If we increase student engagement by means of cultivating a growth mindset, practicing meaningful mathematical discourse and providing high quality instruction, then we will increase math performance in numbers and operations.</b>
<b>(SCHOOL) Mathematics SMARTE Goal (Annual Growth):</b>







<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
All teachers will teach lessons based on the 3 shifts in math: focus, coherence, and rigor	Professional Learning Standards & Curriculum	IPG  Real world Application  Math practices 3, 6, 7  Achieve the Core recommendations for GO Math! instruction	Students talk and ask questions about each others' thinking.  Most students are engaged in productive struggle with support.  Pre/Post test results  MLSS Math Data - Quarterly Analysis	
All teachers will facilitate discussions or writing prompts to engage students in academic vocabulary.	Professional Learning Standards & Curriculum	Academic Vocabulary Protocol  Discussion Starters for Math Problem Solving	Math word wall or vocab anchor chart	
All teachers will engage in the PLC framework.	School Climate and Culture Professional Learning Standards & Curriculum	Learning Intentions, Student Success Criteria Develop "I/We can" statements	Teachers will plan for focus, coherence, and rigor.  Student Data  Students know what success looks like and seek feedback about learning.	
<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>				

<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>
STEAM Night (Term 3)	STEM Coach	Attendance Data	Parent Survey (on paper)
APTT (Academic Parent Teacher Teams)	BLT & Families	Attendance Data Staff Survey	Parent Survey

## Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. APTT</li> <li>2. Number Talks</li> <li>3. VABB - Call &amp; Response (CLR attention signals, response protocols, discussion protocols) - This goal relates to #3.</li> </ol> <p> Merrill 100 Day Plan Nov 15</p>	<ol style="list-style-type: none"> <li>1. APTT attendance (link)</li> <li>2. Informal observation</li> <li>3. Phase 2 of the plan has informal observation for VABB protocol</li> </ol> <p> MLSS Math Focus</p>	<ol style="list-style-type: none"> <li>1. Maintain course for APTT</li> <li>2. Consider going back to offering a meal; offering leveled books; get books from BLFLI</li> <li>3. Coaching with Teachers from the STEM coach and identity and post standards. Continue with this progress.</li> <li>4. Narrow the focus with culturally responsive practices (Phrases that kids know)</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. APTT continued work with parent engagement projects</li> <li>2. Strategies - Focus on 1st grade - Number sense (1st) 'Zero to Hero'</li> <li>3.</li> </ol> <p> SAIL Team Reflection Form. Nov 20...</p>	<ol style="list-style-type: none"> <li>1. APTT attendance (link)</li> <li>2. Data collection and charts from STEM coach for each grade</li> </ol> <p> Hereford -MLSS Math Foc...</p>	<ol style="list-style-type: none"> <li>1. Maintain course for APTT</li> <li>2. Use formative assessment to determine the new strategies</li> <li>3. Bring in special education teachers for Math data meetings</li> <li>4.</li> </ol>
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. VABB - Call &amp; Response (CLR attention signals, response protocols, discussion protocols) - This goal relates to #3.</li> <li>2. LU training with Math strategies - Customizing content for student engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. Phase 2 of the plan has informal observation for VABB protocol</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue with VABB PD and observations</li> </ol>

	3.		
<b>Summative</b>	<div>Plus:</div> <div>Delta:</div>	Coaches will bring data to the final CIP meeting of 2021-2022 to determine progress.	Team will analyze current data to determine the CIP goals for the 2022-2023 school year.

## CONTINUOUS IMPROVEMENT PLAN

**Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)**

### **1.0 What are your key Equity Audit takeaways (2 - 3) related to Climate and Culture?**

- **School Policy**
- **Professional Learning**
- **School Organization/Administration**

### **2.0 What are your key quantitative and qualitative data takeaways related to Climate and Culture?**

- **Office referral data**
- **Staff surveys and parent affinity group**

### **3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?**


- **Accountability**
- **Digger deeper in training**

**Theory of Action Statement: If we increase teacher capacity in the V.A.B.B. area of culturally responsive practices, then we will make learning relevant for our students.**

### **(SCHOOL) Building Choice SMARTE Goal (Annual Growth):**

<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
Train all staff in a RCA inspired House System	Professional Learning Shared Accountability	<b>V.A.B.B.</b> Validate Affirm Build Bridge	Survey	Title IV?
Create a system to sort staff, students and parents in a creative way into the Four Houses: The House of Isibindi, Amistad, Reveur and	School Policy School Organization/ Administration	<b>V.A.B.B.</b> Validate Affirm Build Bridge	Check In with House Champions	District PBIS funds

Altruismo. Also, create a schedule where staff will connect during House Meetings and House Parties.				
Integrate African American history lessons monthly so that students are able to see themselves and learn about African Americans that pathed the way.	Professional Learning Standards and Curriculum Development	Validate Affirm	<a href="#">2021-2022 Because of Them We Can Instructional Plan</a>  2022 - 2023 Instructional Plan	Title I
LACCS - Leadership Advancing Climate and Culture in Schools <ul style="list-style-type: none"> <li>Young Kings</li> </ul>	LACCS team	Start with affinity group of students and develop a plan	Develop a plan and implement, discipline data from the target group of students	Title 1
Provide different opportunities for students to problem solve and learn academic standards in a culturally responsive manner through the LU Interactive Playground	Standards and Curriculum		Students who are more regulated socially and emotionally, basic skills in Math being internalized as noticed during our Basic Math Facts assessment	Title 1
<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>		<b>Success Indicator</b>	<b>Engagement Documentation</b>
APTT (Academic Parent Teacher Teams)	BLT & Families		Attendance Data Staff Survey	Parent Survey
House Meetings	Merrill students and staff		Attendance Survey	House Champions

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. A core team was trained to be House Champions for the House System.</li> <li>2. Core team established the schedule, House structures, staff and student expectations.</li> <li>3. Sort staff, students and parents in one of the four houses: House of Altruismo, Reveur, Amistad, Isibindi</li> <li>4. Communicate the House System with families(Facebook, letter home, Open House)</li> <li>5. Enter all data into the House App and train staff on the use of the House APP.</li> <li>6. Review school wide expectations and provide lessons for staff around these expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Informal observations from administration</li> <li>2. House Agenda</li> <li>3. Referral Data</li> <li>4. <a href="#">Parent Communication</a> (August)</li> <li>5. House System Logistics (staff training)</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to differentiate and educate staff about the process</li> <li>2. Continue with the process of educating staff, researching, and getting input</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. Integrate cool-tools into PBIS from PBIS team</li> <li>2. Creation of Young Kings from LACCS administrative meeting starting in January</li> <li>3. Professional Development video series with S. Hollie and virtual Q&amp;A (January)</li> </ol> <p> <b>SAIL Team Reflection Form. Nov 2021- M</b></p>	<ol style="list-style-type: none"> <li>1. Referral data</li> <li>2. Referral data</li> <li>3. List of students for YK, arranged bussing, uniforms for students, field trip plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue with Effort</li> <li>2. Creation of the group for January, staffing complete, and curriculum writing</li> <li>3. Prepare activities for VABB</li> <li>4. Development of Social Emotional groups with 2 new full-time hires (Social worker &amp; counselor)</li> </ol>

<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. <a href="#">VABB Community Building Activities</a></li> <li>2. Continue with Young Kings program development</li> <li>3. Classroom Environment - Flexible seating for all</li> <li>4. Social-Emotional Groups - Counselor &amp; Social Worker (Drummers &amp; girl group)</li> <li>5. PBIS team - Essential 55 Book study for Ron Clark 'Book of Expectations'</li> <li>6. "Read your Heart Out" - Community Engagement</li> <li>7. LU training with PBIS team - Customizing content for student engagement</li> </ol>		
<b>Summative</b>	<b>Plus:</b>  <b>Delta:</b>	Coaches will bring data to the final CIP meeting of 2021-2022 to determine progress.	Team will analyze current data to determine the CIP goals for the 2022-2023 school year.

## CIP universal documents relating to multiple goals

### **SAIL Documents(2021-2022)**

[100 Day Plan Nov. 15](#)

[100 Day Plan March](#)



## SAIL Documents(2022 - 2023)

 **Merrill CCEIS funds plan**

[Young Kings African American Male Group](#)

# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Meeting               <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic Parent Teacher Teams (APTT)</li> <li><input type="checkbox"/> APTT Meeting #1</li> <li><input type="checkbox"/> Meeting Date: 10/14/2021</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP)               <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="https://www.smores.com/q6a3t">https://www.smores.com/q6a3t</a></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact               <ul style="list-style-type: none"> <li><input type="checkbox"/> Compact Document (Hyperlink)</li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish               <ul style="list-style-type: none"> <li><input type="checkbox"/> Facebook page <a href="#">Merrill Elementary School - Home   Facebook</a></li> <li><input type="checkbox"/> SMORE Newsletter <a href="https://www.smores.com/q6a3t">https://www.smores.com/q6a3t</a></li> <li><input type="checkbox"/> Website <a href="#">Merrill Elementary / Homepage</a></li> <li><input type="checkbox"/> Weekly Classroom Communication via LMS or other means</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook <a href="https://www.sdb.k12.wi.us/domain/2289">https://www.sdb.k12.wi.us/domain/2289</a></li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites</li> </ul>

❑ Parent Suggestion Box present in each school's Main Office	
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