

MERRILL ELEMENTARY SCHOOL

Principal: **Brandye Hereford**

Assistant Principal:

School Continuous Improvement Plan 2024-25

Mission, Vision, Values	
Mission	We, as a diverse community, are committed to helping students achieve their full potential in social and academic areas. We do this by offering culturally relevant, challenging, and high-quality learning experiences.
Vision	To become the top school community globally and foster excellence by empowering students to become self-assured critical thinkers with a love for learning. We aim to inspire creative expression of their knowledge while equipping them with the tools to impact their community and the world positively.
Values	Heshima (Respect) Umoja (Unity) Kujichagulia (Self-Determination) Ujima (Collective Work and Responsibility) Ujamaa (Cooperative Economics) Nia (Purpose) Kuumba (Creativity) Imani (Faith)
Our Story	

DPI recognized Merrill as requiring enhancement in reading and math from 2012 to 2023, particularly within the subgroup of African-American boys. Merrill's parents and the community provide vital support to the school. Merrill benefits from various community groups that generously volunteer their time and resources for projects at Merrill. Merrill envisioned a school that focuses more on students. They believed that additional professional development should be dedicated to response and discussion protocols to ensure students remain actively involved in all aspects of the classroom, regardless of the curriculum used. The Ron Clark Academy (RCA) employs the house system to build a sense of community and establish a collective system of work and responsibility among students and staff, enhancing how learners are engaged. PBIS transitions to the house system for grades 4K-5, allowing children to create cheers, chants, and select group incentives.

Literacy SMARTE Priority Goal

By June 2025, the percentage of students reading at or above grade level as assessed by the IRLA will increase from 30.5% to 45% with at least 30% of our students experiencing 1.6 or more years of growth. In addition, Merrill will increase the number of students in the advanced/exceeding grade level expectations from 12.8.% to 17% as shown by the IRLA from Spring 2024-Spring 2025.

Math SMARTE Priority Goal

During the 2024-2025 school year, Merrill will engage in nurturing students' math identity by establishing a math community that incorporates meaningful questioning, discourse, and visual representations of conceptual knowledge to increase the number of students meeting growth targets as measured by assessments from Fall to Spring by 17% in the area of Number and Operations in Base Ten.

(By June 2025, the percentage of students making proficiency in math in the area of Number and Operations at grade level as assessed by the Imagine Math Benchmark will increase from 37% to 42% with at least 17% of our students experiencing a year's growth

or more.)

SEB SMARTE Priority Goal

By the end of the 2024-2025 school year, Merrill will decrease the number of calls for behavior support by 30 percent as measured from November to May using the Merrill call/support data tracker. We will enhance school-wide Social-Emotional and Behavior(SEB) support by aligning building wide expectations and implementing a consistent positive reinforcement. Grade-level, classroom and sub-group data will be analyzed.