

At-A-Glance Continuous Improvement Plan for 2025-26

School:	Merrill Elementary School
Principal:	Regina McAlister
Literacy SMARTe Goal:	By June 2026, the percentage of students reading at or above grade level as assessed by the IRLA will increase from 34.1% to 40% with at least 25% of our students experiencing 1.6 or more years of growth.
Literacy Strategies:	Strategy 1: Equitable Conference Schedules will be implemented as a way to deliver targeted and explicit instruction at each student's individual level. (K-5)- We know that students learn more and increase proficiency when they are engaged in instruction that meets their academic needs. Additionally, observations during conferences allows staff to be more responsive to student needs Strategy 2: All students with a PRP will utilize the research based Lexia Core5 program to grow, strengthen and refine reading skills. (K-3)-Lexia Core5 is a research based program that strengthens foundational skills through skill based activities and games. Lexia will assess students and determine their current reading level in order to offer strategic practice that continually builds on current skills and growth. Strategy 3: Classroom Discourse (K-5)-Classroom discourse in the form of both written and verbal discussion throughout a lesson promotes engagement by moving away from teacher-led discussions, and instead encourages students to drive conversations and share knowledge about literacy topics, and their own literacy learning.
Math SMARTe Goal:	By June 2026, 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 39% to 42% with at least 25% of our students experiencing a year's growth or more. Likewise, there will be at least 18% of students in grades K-5 passing 30 lessons or more on Imagine Math.
Math Strategies:	Strategy 1 Centers Allows for an independent section of the classroom in which students engage in varied and self-directed learning activities. Learning centers are created to provide a variety of multiimodal experiences, structures, and project based learning through which students can work by themselves or with others to capitalize on strengths and extend targeted skills. Centers are designed to enhance the learning of concepts that may not be mastered during instructional time.

	Strategy 2 Classroom discourse Mathematical discourse helps solidify the learning process and expose students' thinking to both their teacher and fellow classmates. According to student focus groups surveyed, those in 2nd and 3rd grade wanted to have an active role in exchanging ideas during math. Likewise, students in upper elementary grades struggled with developing the means to communicate precisely and with clarity as observed in the IPG.
SEB SMARTe Goal:	By the end of the 2025-2026 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.
SEB Strategies:	Strategy 1 - Calming Corner (or Opportunity Desk) in every classroom -Provide students the opportunity to self-regulate in the classroom environment. Strategy 2 - Building Wide Behavior Expectation Alignment-Building wide expectations that also translate into the instructional environment, conducive to learning
DPI Site Based Report Card	School Rating for 2024-25: "Meets Few Expectations" Found here: https://dpi.wi.gov/accountability/report-cards