



**2020- 2021**

Brandye Hereford  
 1635 Nelson Ave.  
 Beloit, WI 53511

**Leadership Team Members**

Name	Position/Role	Years at Current School
Kari Oscar	Assistant Principal	1
Nicole Davidson	Teacher	12
Tebanimarawa Stanley	ESL Teacher	10
Nailah Adama	Teacher	8
Elizabeth France	Special Education Teacher	1
Stephanie Hanson	Special Education Teacher	6

# Beliefs, Mission, Vision and Values

## **WE BELIEVE.....**

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

## **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 in the world 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

# School Improvement Goals

## Priority Area Literacy

During the 2020-2021 school year, Merrill will focus on providing high quality Universal Instruction for students.

## Priority Area Mathematics

During the 2020-2021 school year, Merrill will focus on providing high quality Universal Instruction for students.

## Priority Area - Building Leadership Team Choice (Based upon Equity Audit and Root Cause Analysis)

During the 2020-2021 school year, Merrill will focus on providing culturally relevant instruction that relates to the lives and experiences of our African-American students.

# CONTINUOUS IMPROVEMENT PLAN

## Priority Area Literacy 2020 - 2021

**District Strategic Plan Goal – Literacy:** Students in the School District of Beloit will...

### Theory of Action

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

- Professional Learning
- Standards and Curriculum

**2.0 What are your key data takeaways related to Literacy?**

- Achievement in low in all subgroups and all grade levels
- Foundational skills were one of the lowest strands on our MAP assessment

**3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?**

- Universal Instruction is not providing the growth that we want to see in our kids
- Lack of culturally responsive/relevant instructional methods and materials

**(SCHOOL) Literacy SMART Goal (Annual Growth):** By the end of the 2020-2021 school year, 100% of teachers will be proficient or distinguished in Domain 1 of the Educator Effectiveness model

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Close reading opportunities for students	Professional Learning Standards & Curriculum	Access to grade level text Skill attainment for a strategy Modeling of Comprehension strategies (Close Reading Units) Building background knowledge	Formative Assessments (bi-weekly)  PLC  <a href="#">Doug Fischer - Close Reading</a>
Small group experiences in the universal	Professional Learning Standards & Curriculum	Building structures that build stamina (4K-3)  Interventionist/Literacy Coach/ELL support within the	Engagement Inventories (Saravello) - staff PD  <a href="#">Merrill Engagement Survey</a>  Videotaping(Jim Knight)

		classroom (push in support during universal)	<a href="#">Jim Knight Look For</a> <a href="#">Jim Knight Debriefing From</a>  Formative Assessment (bi-weekly)
Explicit instruction in foundational skills	Professional Learning Standards & Curriculum	Determine foundational skills by grade level - create a scope and sequence ( WTW - scope and sequence)  Heggerty - transference of knowledge into other areas	Assessment  Create a school wide assessment plan  <a href="#">Merrill School Wide Assessment</a>
Aspects of our instruction are not culturally relevant to the lives and experiences of our African-American students	School Climate and Environment		

**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>Videotaping lessons -</li> <li><a href="#">Notice and naming during classroom instruction</a></li> <li>Formative assessment</li> <li>Student tracking/graphing(1st data point)</li> </ol>	<ol style="list-style-type: none"> <li>engagement survey (Serravallo)</li> <li>formative assessment data</li> <li>coaching records</li> <li>student binder data (Seesaw)</li> </ol>	
<b>Term 2</b>	<ol style="list-style-type: none"> <li></li> </ol>		

	2. 3.		
<b>Term 3</b>	1. 2. 3.		
<b>Summative</b>	1. 2. 3.		

# CONTINUOUS IMPROVEMENT PLAN

## Priority Area Mathematics 2020 - 2021

**District Strategic Plan Goal – Mathematics:** Students in the School District of Beloit will...

### Theory of Action

**1.0 What are your key Equity Audit takeaways (2 - 3) related to Mathematics?** [Merrill Equity Audit](#)

- School Climate and Environment - Hallways and classrooms were reflective of our students' culture
- Professional Learning - Zaretta Hammond Book Study
- Standards and Curriculum - Culturally Responsive Practices, classroom activities

**2.0 What are your key data takeaways related to Mathematics?**

- Math had some brighter spots, but still room for growth. We are engaging our boys in Math more than our girls
- Students close to national norm in the MAP assessment

**3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?**

- Not enough small group experiences
- Universal instruction needs work
- Explicit instruction in foundational skills

**(SCHOOL) Mathematics SMART Goal (Annual Growth):** By the end of the 2020-2021 school year, 100% of teachers will be proficient or distinguished in Domain 1 of the Educator Effectiveness model

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Close reading opportunities for story problems	Professional Learning Standards & Curriculum	<a href="#">3 read protocol strategy</a>	formative assessments that include word problems
Small group experiences in the universal	Professional Learning Standards & Curriculum	Go math PD on small groups and the kinds of small groups that will best suit student needs	Engagement Inventories (Saravello) - staff PD <a href="#">Merrill Engagement Survey</a> Videotaping

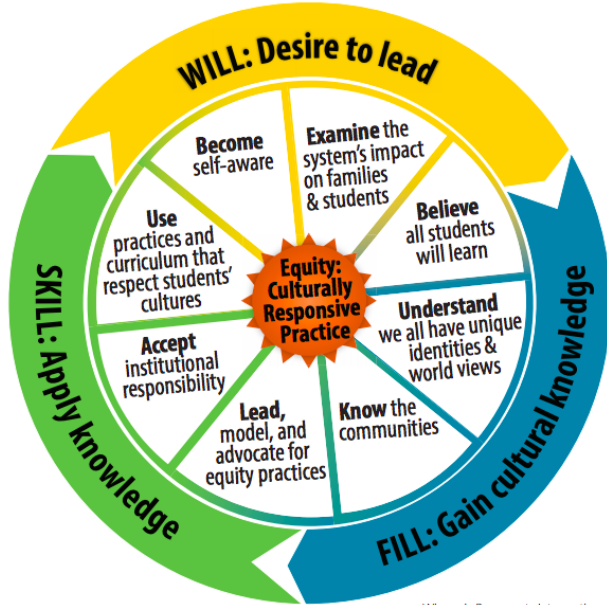
			Formative Assessment (bi-weekly)
Explicit instruction in foundational skills	Professional Learning Standards & Curriculum	composition and decomposition of numbers # relationships Numeracy and Number Sense, Number talks (PD)	weekly frameworks Dreambox data Go Math data <a href="#">Go Math</a>
Aspects of our instruction are not culturally relevant to the lives and experiences of our African-American students	School Climate and Culture	Book study	Videotaping (self reflection tool)



## 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>	1.3 read protocol strategy 2.Go math PD on small groups and the kinds of small groups that will best suit student needs 3. Number talks (PD)	1.formative assessments that include word problems 2.Engagement Inventories (Saravello) - staff PD 3.Videotaping (self reflection tool) 4.Formative Assessment (bi-weekly) 5.weekly frameworks 6.Dreambox data 7.Go Math data	
<b>Term 2</b>			
<b>Term 3</b>			
<b>Summative</b>			



Wisconsin Response to Intervention Center, IDEA CFDA #84.027

## “GIFTS” THAT OUR STUDENTS BRING...

### Cultural Precepts:

(gifts that students bring)

- ✗ musicality
- ✗ verbal expression
- ✗ resilience
- ✗ orality
- ✗ rhythm
- ✗ personal style and uniqueness
- ✗ emotional vitality



## CONTINUOUS IMPROVEMENT PLAN

### Priority Area - Building Leadership Team Choice

**District Strategic Plan Goal:** Students in the School District of Beloit will...

#### Theory of Action

**1.0** What are your key Equity Audit takeaways (2 - 3) related to your building choice goal?

- Professional Learning
- Standards and Curriculum
- School climate and culture

**2.0** What are your key data takeaways related to the equity audit? [Merrill Equity Audit](#)

- some staff are aware of the practices but as a whole staff have not implemented the practices, no systematic approach
- staff needs to know the historical context of the students and community that we serve at Merrill

**3.0** What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?

- Know and engage with the Community

- Zaretta Hammond Book Study

**(SCHOOL) BLT Choice SMART Goal (Annual Growth):** During the 2020-2021 school year, Merrill will focus on providing culturally relevant instruction that relates to the lives and experiences of our African-American students.

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Use of cultural precepts and multiple modalities in our classroom instruction and knowledge of information processing and building intellectual capacity. (Ch. 8 Zaretta Hammond text)	School Climate and Culture Professional Learning	Using the DPI Equity: Culturally Responsive Practice Model- the staff will focus on gaining cultural knowledge in the aspect use practices and curriculum that respect students' cultures	Ready for Rigor Framework Figure 1.2 used as a checklist for staff  Share out during staff meeting or PLC
Merrill staff will increase their knowledge of the community by completing at least 4 out of the Seven experiences of Cultural Practices that are relevant.	School Climate and Culture Professional Learning	Using the DPI Equity: Culturally Responsive Practice Model - the staff will focus on gaining cultural knowledge in the aspect of knowing the community.	<a href="#">7 Experiences</a>

Community Walks, home visits

[7 Experiences \(7 ways to support diversity\)](#)

<https://diversity.edgewood.edu/Black-History-Conference#27933426-9-cultural-preceptsawsa>

### 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>	Use of cultural precepts and multiple modalities in our classroom instruction and knowledge of	Ready for Rigor Framework Figure 1.2 used as a checklist for staff	

	<p>information processing and building intellectual capacity. (Ch. 8 Zaretta Hammond text)</p> <p>Merrill staff will increase their knowledge of the community by completing at least 4 out of the Seven experiences of Cultural Practices that are relevant.</p>	<a href="#">7 Experiences</a>	
<b>Term 2</b>			
<b>Term 3</b>			
<b>Summative</b>			

## Our 45-Day Plan (Through Nov. 18, 2020)

During the 2020-2021 school year, Merrill will focus on providing high quality Universal Instruction for students in the area of Math and Literacy.

Literacy	Math
Videotaping Lessons	Three Read protocol
Notice and naming during classroom instruction	Small group instruction
Formative Assessment	Number Talks
Students tracking/graphing data	

**Goal 2:** During the 2020-2021 school year, Merrill will focus on providing culturally relevant instruction that relates to the lives and experiences of our African-American students.

Use of cultural precepts and multiple modalities in our classroom instruction and knowledge of information processing and building intellectual capacity. (Ch. 8 Zaretta Hammond text)

Merrill staff will increase their knowledge of the community by completing at least 4 out of the Seven experiences of Cultural Practices that are relevant.

Action Step (A) or Monitoring Step (M)	Coherence Component Prioritized	Lead	Date Due	Status
BLT Team will present about our SIP plan	Focus Direction	BLT Team	Aug.25th	Done
Professional Development for staff around Formative Assessments	Focus Direction	Brandye and Kari	1st PLC	
<p><b>Literacy A1(a)</b> PLC staff will determine what common formative assessments they need to complete on students to determine where the students are (F&amp;P word list will be one of those assessments)</p> <p>Letter Sounds Assessments  <a href="#">First 25</a>  <a href="#">50 List 1</a>  <a href="#">50 List 2</a>  <a href="#">100 List</a>  <a href="#">200 List 1</a></p>	Focus Direction	BLT Kathy & Sheila	9/16 staff meeting	

<a href="#">200 List 2</a> <a href="#">200 List 3</a> <a href="#">200 List 4</a>  <a href="#">25 recording sheet</a> <a href="#">50 recording sheet</a> <a href="#">100 recording sheet</a> <a href="#">200 recording sheet</a>  *** staff need to bring their manual from the BAS Kit***				
<b>Math A1</b> PLC staff will determine what common formative assessments they need to complete on students to determine where the students are			1st PLC	
Decomposing Numbers Screener		Kari	1st PLC	
M1 Grade Level Assessment Grid ( Literacy and Math)		Brandye and Kari	1st PLC	
A2(a) Create a google form- Seven Experiences	Focusing Direction	Brandye	Prior to 1st staff meeting	<a href="#">Seven Experiences - CRP ( Pre-Test)</a> Done
A2(b) Staff will take the Seven Experiences Form	Focusing Direction	All Staff	Aug.25th	2nd reminder sent - 9/1
Create a google form - Ready for Rigor Framework	Focusing Direction	Nicole	Prior to 1st staff meeting	Done
A2(C) Staff will take the Ready for Rigor Framework		All Staff	9/16 meeting	
A2(c) Present the DPI Equity: Model( the wheel) 1st part of the district slideshow	Focusing Direction	Brandye	PD-9/16	

M2 Staff data from 7 experiences	Focusing Direction	Brandye and Kari	End of 1st Meeting	data shared with BLT Team
A3(a) Let staff know what experiences are out there, share some resources - 1619 Project, Pulitzer website, community, webinars	Focusing Direction	BLT	Next meeting agenda	
A4) Explaining Noticing, Naming Document	Focus Direction		Goal-Oct.	
M3				
Literacy A4(a) Students graphing their progress, create a building wide system( deliver to staff on Sept.30th)		BLT	Next meeting agenda	
Math A4(b) Students graphing their progress, create a building wide system (deliver to staff on Sept.30th)		BLT	Next meeting agenda	
M4) Staff will bring completed graphs to their Building Wide PLC		All Staff	Oct.21st	
A5) Provide staff with a new experience in the community (Merrill Community Center, New Life Church)	Focus			