



Merrill Elementary School

Brandy Hereford: Principal
Kari Oscar: Assistant Principal
1635 Nelson Ave.
Beloit, WI 53511

School Profile

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| <p>School Mission</p> | <p>At Merrill Elementary School, we are committed to building a united team of learners that includes students, parents, staff and community members. The responsibility of this team is to make positive contributions while valuing all voices. We will hold each other accountable for high student achievement and continued success</p> |
| <p>School Vision</p> | <p>We envision Merrill Elementary School curriculum to be focused on high academic achievement for all students, designed to increase higher-order thinking and problem-solving skills, differentiated to meet individual needs of students, developed to inspire lifelong learners with an emphasis on character development by teaching our students to be Respectful, Responsible, Safe and a Learner.</p> |

| <p>Leadership Team Members</p> | | |
|---------------------------------------|-------------------------------------|---------------------------------------|
| <p>Name</p> | <p>Position/Role</p> | <p>Years at Current School</p> |
| <p>Brandye Hereford</p> | <p>Principal</p> | <p>0</p> |
| <p>Kari Oscar</p> | <p>Assistant Principal</p> | <p>0</p> |
| <p>Stephanie Hanson</p> | <p>Spec. Ed. Teacher</p> | <p>6</p> |
| <p>Jacob Traeger</p> | <p>P.E. Teacher</p> | <p>6</p> |
| <p>Kim Woodkey</p> | <p>STEM Coach</p> | <p>13</p> |
| <p>Terri Ross</p> | <p>Kindergarten Teacher</p> | <p>18</p> |
| <p>Kathy Shulta</p> | <p>1st Grade Teacher</p> | <p>14</p> |
| <p>Michael Ash</p> | <p>Literacy Instructional Coach</p> | <p>0</p> |
| <p>Nailah Adama</p> | <p>4K/Headstart Teacher</p> | <p>8</p> |
| <p>Nicole Davidson</p> | <p>2nd Grade Teacher</p> | <p>11</p> |
| <p>Alyson Ryan</p> | <p>1st Grade Teacher</p> | <p>6</p> |

School Improvement Goals



Priority Area 1: Literacy

During the 2019-2020 school year, Merrill Elementary students in grades K-3rd grade will increase their literacy proficiency by 3-5% as measured by the Measures of Academic Progress from Spring 2019 to Spring 2020.

Priority Area 2: Mathematics

During the 2019-2020 school year, Merrill Elementary students in grades K-3rd grade will increase their mathematics proficiency by 3-5% as measured by the Measures of Academic Progress from Spring, 2019 to Spring, 2020.

Priority Area 3: Learning Environment

During the 2019-2020 school year, Merrill will create a sustainable Positive Behavior Intervention Support system at the Tier 1: Universal Level.

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 1: Literacy 2019-2020

District Strategic Plan Goal – Literacy: The number of students scoring proficient or advanced in literacy will increase between 5-7% as measured by the Wisconsin Forward Exam.

Theory of Action: [IF/THEN Literacy](#)

Merrill Elementary Literacy SMART Goal 2019-2020:
During the 2019-2020 school year, Merrill Elementary will increase our Literacy proficiency by 3-5% on the MAP assessment from Spring to Spring.

Evidence-Based Improvement Strategy:
Merrill staff will use collective efficacy, Academic Parent Teacher Teams, Student-Centered -Coaching and walkthroughs to ensure that Universal Instruction in Literacy is followed to fidelity.

| Action Steps | Who is responsible? | Budgetary Connections | Other Plan Connections (AGR/AVID/TITLE 1/ACP/ACADEMIES) |
|--|--|-----------------------|---|
| <p>Create a structure and predictable expectations for our Professional Learning Communities.</p> <p>*Specifically, facilitating professional learning on the creation of team norms, universal data driven conversation protocols, universal design for learning, courageous conversations and review of formative and summative assessments.</p> | <p>Building Administration (PLC guidance) Merrill Coaches (data coaching)</p> <p>Classroom Teachers(PLC agenda and notes, data)</p> | In kind | Literacy Coach |
| <p>Establish norms and protocols for data.</p> <p>*Specifically, utilizing tools such as The 7 Norms of Collaboration.</p> | <p>Merrill Administration/Merrill Coaches/Building Leadership Team- BLT (Create and revise protocols, work with teams)</p> | | Literacy Coach |

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| | Merrill Teachers (accountability with protocols, following norms) | | |
| Establish highly collaborative collegial partnerships. *Specifically, use team-building activities, identity work, and reflection. | Merrill Administration/Merrill Coaches/Building Leadership Team- BLT | | |
| Follow the Plan Do Study Act (PDSA) model for a continuous cycle of improvement when reflecting on implementation changes. | Merrill Administration/Coaches(coach/train staff on the PDSA model and protocols) | | |
| Staff will develop a deep, shared understanding of the Common Core Standards during PLC. *Specifically, we will expect teachers to have learning targets displayed and specifically identified within their “Weekly Frameworks” (lesson plans). | Merrill Staff Literacy Coach | | Literacy Coach |
| Coaching in the classrooms around Tier 1 Literacy Practices. *Specifically, high-frequency words in Grade 1, word features in grades 2-3. | Administrators Coaches | | Literacy Coach |
| Administrators and coaches will use walkthroughs with specific, actionable feedback. #500 visits in a year | Administrators Coaches | | Literacy |

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| Specifically, detailed “ Weekly Framework ” (lesson plan) feedback and Danielson domains referenced in conversations | | | |
| <p>Building wide use of Academic Parent Teacher Teams to engage families in Literacy Standards.</p> <p>*Specifically, implement a Reading foundational skill for APTT Grades K-3 Grade K: Letters/sounds/site words Grade1: Letters/sounds/site words Grade 2: Site words Grade 3: Word features</p> | Merrill Staff | Meals for Families Materials/Supplies for meetings Marketing Supplies for Family activities Subs (Planning, SIT) | Literacy Coach |

Evidence / Source

(Provide evidence to support your school’s progress throughout the year and root cause analysis)

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| Spring 2019 | Link to 2018-2019 SIP |
| Fall 2019 | Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) |
| Winter 2020 | (Link in specific data to support your data analysis) |
| Spring 2020 | (Link in specific data to support your data analysis) |

Goal 1 - Rational/Progress Reflection

(Provide a narrative of progress toward the goal and any revisions/adjustments made in response to data review/reflection)

Goal Rational

During the 2019-2020 school year, Merrill will work on a continuous improvement cycle where staff will use the Plan, Do, Study, Act model to improve students' academic achievement in Literacy. Staff members will collaborate weekly to discuss Common Core standards, students who are not meeting the benchmark and need more support through conferring or small groups as well as students who have grasped the concept and will require enrichment experiences during the block. Merrill's goal is aligned with the district focus on Tier 1 instruction. Merrill will focus on providing balanced literacy to students, conferring and following the fidelity of the program.

Merrill will also be using Academic Parent Teacher Teams to engage families in the academic achievement of their students. Staff will use Common Core Standards and collaborate with the Literacy Coach to choose one standard that parents can assist in helping their students become proficient. Parents will attend two whole group (Fall and Spring) meetings to discuss the data, standard and at home activities that parents can use. Following the modified APTT schedule, staff will then provide individual meetings to each family to further discuss student needs, concerns and celebrations. If students fall below grade level proficiency, then a Student Intervention Team meeting will be conducted to discuss further interventions and plans for that students academic progress.

High quality instruction will be monitored through administrative walkthroughs on a daily basis. Merrill administration and coaches will intentionally rotate through classrooms and provide teachers feedback around their practice in Literacy. The goal for the school year will be that each administrator will make 500 classroom visits during the school year. Administration will keep a record/log of these visits and celebrate staff and student success with the school community via social media posts and morning announcements.

Academic coaching will be provided around Tier 1 instruction as well as Professional Development as needed to small groups of staff members. We will do this to ensure the fidelity of the Lucy Calkins Reading and Writing Workshop Model.

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| <p>Mid-Year Reflection</p> | |
| <p>End-of-Year Reflection</p> | |

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 2: Mathematics 2019-2020

District Strategic Plan Goal – Mathematics: The number of students scoring proficient or advanced in mathematics will increase between 5-7% as measured by the Wisconsin Forward Exam.

Theory of Action: [If/Then Mathematics](#)

Merrill Elementary Mathematics SMART Goal 2019 - 2020:
 During the 2019-2020 school year, Merrill Elementary will increase our Mathematics proficiency by 3-5% on the MAP assessment from Spring to Spring.

Evidence-Based Improvement Strategy:

Merrill staff will use collective efficacy, Academic Parent Teacher Teams, Student Centered-Coaching and walkthroughs to ensure that Universal Instruction in Mathematics is followed to fidelity.

| Action Steps | Who is responsible? | Budgetary Connections | Other Plan Connections (AGR/AVID/TITLE 1/ACP/ACADEMIES) |
|---|---|-----------------------|---|
| <p>Create a structure for our Professional Learning Communities.</p> <p>*Specifically, facilitating professional learning on the creation of team norms, universal data driven conversation protocols, universal design for learning, courageous conversations and review of formative and summative assessments.</p> | <p>Building Administration(PLC guidance) Merrill Coaches (data coaching)</p> <p>Classroom Teachers(PLC agenda and notes, data)</p> | <p>In kind</p> | <p>STEM Coach</p> |
| <p>Establish norms and protocols for data and collegial relationships.</p> <p>* Specifically, utilizing tools such as The 7 Norms of Collaboration.</p> <p>*Specifically, use team building activities, identity work and reflection.</p> | <p>Merrill Administration/Merrill Coaches/Building Leadership Team- BLT (Create and revise protocols, work with teams) Merrill Teachers (accountability with protocols, follow norms)</p> | | <p>STEM Coach</p> |
| <p>Follow the Plan Do Study Act (PDSA) model for a continuous cycle of improvement.</p> | <p>Merrill Administration/Coaches(coach/train staff on the PDSA model and protocols)</p> | | <p>Woodkey</p> |
| <p>Staff will collaborate during Professional Learning Communities to develop a</p> | <p>Merrill Staff Literacy Coach</p> | | <p>STEM Coach</p> |

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| <p>shared understanding of the Common Core Standards.</p> <p>*Specifically, we will expect teachers to have learning targets displayed and specifically identified within their “Weekly Frameworks” (lesson plans).</p> | | | |
| <p>Coaching in the classrooms around Tier 1 Math Practices.</p> | <p>Administrators Coaches</p> | | <p>STEM Coach</p> |
| <p>Administrators and coaches will use intentional walkthroughs with feedback.</p> <p>#500 visits in a year</p> <p>*Specifically, detailed weekly “Weekly Framework” (lesson plan) feedback and Danielson domains referenced in conversations</p> | <p>Administrators Coaches</p> | | <p>STEM Coach</p> |
| <p>Building wide use of Academic Parent Teacher Teams to engage families in Math Standards.</p> <p>*Specifically, implement a Math foundational skill for APTT Grades K-3</p> <p>Grade K: Counting to 120</p> <p>Grade 1: Subtraction (L1)</p> <p>Grade 2: Subtraction (L2)</p> <p>Grade 3: Multiplication</p> | <p>Merrill Staff</p> | <p>Meals for Families Materials/Supplies for meetings Marketing Supplies for Family activities Subs(Planning,SIT)</p> | <p>STEM Coach</p> |

Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

| | |
|--------------------|---|
| Spring 2019 | <u>Link to 2018-2019 SIP Literacy Root Cause Analysis</u> |
| Fall 2019 | <u>Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup)</u> |
| Winter 2020 | (Link in specific data to support your data analysis) |
| Spring 2020 | (Link in specific data to support your data analysis) |

Goal 2 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

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| Goal Rational | <p>During the 2019-2020 school year, Merrill will work on a continuous improvement cycle where staff will use the Plan, Do, Study, Act model to improve students' academic achievement in Math. Staff members will collaborate weekly to discuss Common Core standards, students who are not meeting the benchmark and need more support through conferring or small groups as well as students who have grasped the concept and will require enrichment experiences during the block. Merrill's goal is aligned with the district focus on Tier 1 instruction. Merrill will focus on providing balanced literacy to students, conferring and following the fidelity of the program.</p> <p>Merrill will also be using Academic Parent Teacher Teams to engage families in the academic achievement of their students. Staff will use Common Core Standards and collaborate with the Literacy Coach to choose one standard that parents can assist in helping their students become proficient. Parents will attend two whole group (Fall and Spring) meetings to discuss the data, standard and at home activities that parents can use. Following the modified APTT schedule, staff will then provide individual meetings to each family to further discuss student needs, concerns and celebrations. If students fall below grade level proficiency, then a Student Intervention Team meeting will be conducted to discuss further interventions and plans for that students academic progress.</p> <p>High quality instruction will be monitored through administrative walkthroughs on a daily basis. Merrill administration and coaches will intentionally rotate through classrooms and provide teachers feedback around their practice in Literacy. The goal for the school year will be that each administrator will make 500 classroom visits during the school year. Administration will keep a record/log of these visits and celebrate staff and student success with the school</p> |
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| | <p>community via social media posts and morning announcements.</p> <p>Academic coaching will be provided around Tier 1 instruction as well as Professional Development as needed to small groups of staff members. We will do this to ensure the fidelity of the GoMath Curriculum.</p> |
| Mid-Year Reflection | |
| End-of-Year Reflection | |

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 3: Learning Environment 2019-2020

District Strategic Plan Goal – Learning Environment:

Theory of Action:

[Learning Environment IF/THEN](#)

Merrill Elementary Learning Environment SMART Goal 2019 - 2020:

During the 2019-2020 school year, Merrill will create a sustainable Positive Behavior Intervention Support system at the Universal Level.

Evidence-Based Improvement Strategy:

Merrill will staff will use the expectations matrix, positive affirmations, growth mindset and align all language through all settings throughout the building.

| Action Steps | Who is responsible? | Budgetary Connections | Other Plan Connections (AGR/AVID/TITLE 1/ACP/ACADEMIES) |
|--|---------------------|-----------------------|---|
| Revisit current PBIS systems and make changes focused on the tenants of PBIS. *Specifically, revamp matrices, add correct signage in every location, review Cool Tools, revamp Kick-Off structure, acknowledgement system | PBIS team | Posters Banners | |
| Train staff on the 5-5-5 school wide behavior management system. | PBIS Team/Coach | | |

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| Train staff on entering office referrals * * Specifically, the logistics of entering, bias, reflection, action planning, proactive positive affirmations, “Tiger Time”, de-escalation strategies | Administrators PBIS Coach PBIS Team | | |
| Train staff on new PBIS language and systems. *Specifically, the difference between a behavior and an expectation. **Matrices, re-teaching, use of Cool Tools, kick off structure, acknowledgement system | Administrators PBIS Coach/Team | | |
| Build a common language with students and staff about the expectations and behaviors. | Merrill Staff | | |
| PBIS Kickoff with students. | Merrill Staff PBIS Team | | |
| Build self-efficacy (Growth Mindset) with staff and students | Counselor Administrators | | |
| Build staff capacity with Culturally Responsive Practices *Specifically, supporting teachers in assets based thinking, valuing native language and culture, rigor, | Counselor Administrators | | |
| Use of daily Positive Affirmations in the classroom *Specifically, I Am Somebody | Merrill Staff | | |
| Celebrate and recognize different cultures in our | Merrill Staff | Cultural Dancers Materials | |

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| building (Read Your Heart Out, Hispanic Heritage Celebration) | | | |
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Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

| | |
|-------------|---|
| Spring 2019 | Link to 2018-2019 SIP Mathematics Root Cause Analysis |
| Fall 2019 | Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) |
| Winter 2020 | (Link in specific data to support your data analysis) |
| Spring 2020 | (Link in specific data to support your data analysis) |

Goal 3 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

| | |
|-------------------------------|---|
| Goal Rational | During the 2019-2020 school year, Merrill will work on a continuous improvement cycle where staff will use the Plan, Do, Study, Act model to improve the learning environment for all students. Staff members will collaborate weekly to discuss behavior expectations, students who are not meeting the expectations (office referrals) and need more support through small groups or 1:1 support with the school counselor. We have aligned this work with the district focus on Tier 1 universal instruction. Merrill will spend the Fall semester working on providing staff with common language, revamping our matrices to include stakeholders, adding signage in all locations, reviewing Cool-Tools during morning "Tiger Time", establishing our acknowledgement system and facilitating our PBIS Kick revamp matrices, add correct signage in every location, review Cool Tools, revamp Kick-Off structure and establish the acknowledgement system. |
| Mid-Year Reflection | |
| End-of-Year Reflection | |