

Comprehensive Progress Report

Mission:

At Merrick-Moore, we are committed to recruiting, supporting, and retaining exceptional educators for the very best students in Durham. We strive to treat each child as our own. We are relentless in our pursuit of excellence as we develop strong and skilled readers, writers, mathematicians, scientists, and thinkers. We believe our students have the capacity and ability to inspire positive change in our school, our community, our country, and our world.

Vision:

Merrick-Moore Tigers roar with PRIDE. With an unwavering commitment to maintaining high academic expectations and a safe, caring, and orderly learning environment, Merrick-Moore is positioned to become the pride of Durham.

Goals:

Merrick-Moore Goal (2017-2018, 2018-2019): More than 90% of students, parents, and staff believe that MM is a “good place to work and learn.” Student climate survey results will exceed 80%

Merrick-Moore Goal (2017-2018): More than 90% of families will have a parent-teacher conference in person.

Merrick-Moore Goal (2017-2018): 100% of MM classrooms will incorporate tiered Restorative Circles.

Merrick-Moore Goal (2017-2018): Decrease ISS assignments by 25%.

Merrick-Moore Goal (2017-2018, 2018-2019): EVERY teacher will MEET or EXCEED Academic Growth.

Merrick-Moore Goal (2017-2018): Achieve the highest EOG proficiency gain in DPS.

Merrick-Moore Goal (2017-2018): K-3 students on grade level (as measured by EOY TRC) will increase by 10%.

Merrick-Moore Goal (2017-2018): Merrick-Moore will have a ten percent increase in composite proficiency (~3%).

Merrick-Moore Goal (2017-2018): Merrick-Moore Elementary will make academic growth.

Merrick-Moore Goal (2018-2019): Merrick-Moore will have a 95% attendance rate for certified staff and students.

Merrick-Moore Goal (2018-2019): 100% of Teacher/School Leadership Rates Exceed District/State Averages.

Merrick-Moore Goal (2018-2019): Decrease Suspensions by 50% from the 2015-2016 School Year.

Merrick-Moore Goal (2018-2019): Increase Grade Level Cohort Proficiency by 10% from EOY to EOY.

DPS Goal (2018-2019): 3rd grade reading proficiency will meet or exceed 35.3%.

DPS Goal (2018-2019): 3rd grade math proficiency will meet or exceed 35.3%.

DPS Goal (2018-2019): 4th grade reading proficiency will meet or exceed 34.5%.

DPS Goal (2018-2019): 4th grade math proficiency will meet or exceed 63.9%.

DPS Goal (2018-2019): 5th grade reading proficiency will meet or exceed 39.8%.

DPS Goal (2018-2019): 5th grade math proficiency will meet or exceed 53.1%.

DPS Goal (2018-2019): 5th grade science proficiency will meet or exceed 50.0%.

SIG Goal (2018-2019): Reading proficiency will meet or exceed 39.9%.

SIG Goal (2018-2019): Math proficiency will meet or exceed 35.4%.

SIG Goal (2018-2019): Science proficiency will meet or exceed 55.3%.

SIG Goal (2018-2019): Composite proficiency will meet or exceed 40.3%.

Updated Merrick-Moore Goal (2018-2019): OSS Referrals < 75

Updated Merrick-Moore Goal (2018-2019): ISS Referrals < 105

Updated Merrick-Moore Goal (2018-2019): Teacher/Student Attendance Rates will be at or above 95%

Updated Merrick-Moore Goal (2018-2019): Student Climate Surveys Results Will Exceed 80%

Updated Merrick-Moore Goal (2018-2019): 100% of Teacher & School Leadership Ratings will continue to Exceed District & State Averages

Updated Merrick-Moore Goal (2018-2019): Increase Grade Level Cohort Proficiency by 10 percentage points from EOY to EOY.

Merrick-Moore Goal (2019-2020): Staff attendance rate will meet or exceed 97.0%.

Merrick-Moore Goal (2019-2020): Student attendance rate will meet or exceed 95.0%.

Merrick-Moore Goal (2019-2020): 90% of our faculty will believe that Merrick-Moore is a good place to work and learn.

Merrick-Moore Goal (2019-2020): Every staff member will make one positive call each week.

Merrick-Moore Goal (2019-2020): Every teacher will meet or exceed expected growth.

Merrick-Moore Goal (2019-2020): Increase ELA proficiency by 10%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Merrick-Moore is a PBIS School. Historically, the PBIS system has used a color clip chart. Students were instructed to move their clips down to discourage negative behaviors. In the 2016-2017 school year, new colors were added that allowed students to "clip up" to encourage positive behaviors. Students and classes can receive Tiger Tickets in denominations from 1-10, These Tiger Tickets are compiled by class to earn rewards such as popcorn parties and silver/gold/platinum paws. At the end of each month is a Tiger ceremony that rewards students who have demonstrated positive behavior during the previous month.	Limited Development 09/05/2017		
How it will look when fully met:			Strategic Plan Alignment: 2A, 2B Focus Goals for the 2017-2018 School Year: 100% of MM classrooms will incorporate tiered Restorative Circles. Decrease ISS assignments by 25%. All classes will implement an effective PBIS system that is designed to reinforce positive behaviors and decrease negative ones. The goal will be to increase instructional time and learning time by minimizing classroom disruptions as well as student time in Red Zone and out of school suspension. Data will be used to show that the indicator is met. Data points include Educator's Handbook, the TWCS, parent surveys, student surveys, and Red Zone data. This indicator will be monitored by Lauren Walton and Elizabeth Ewing-Murphy in addition to Trasi Pollino.		Trasi Pollino	06/08/2020
Actions				30 of 32 (94%)		
	9/19/17	Facilitate PBIS Review Day		Complete 10/09/2017	Trasi Pollino	10/09/2016
		<i>Notes:</i> Students will participate in monthly PBIS sessions to review targeted behaviors and to teach Merrick-Moore expectations. The monthly session will take place after each PBIS day at the start of the month. The session allows all students at the school to review common area and Merrick-Moore expectations. The goal is to increase the number of students able to attend future PBIS celebrations.				
	11/27/17	Identify Monthly Character Traits		Complete 12/01/2016	Trasi Pollino	12/01/2016

Notes: Merrick-Moore will identify a monthly character trait and discuss it daily as part of the morning announcements. Each month, faculty members will identify students who exemplify that character trait (e.g., honestly, perseverance) and recognize them on the morning announcements. Students will have their pictures taken and displayed with a summary of how they demonstrate that trait at Merrick-Moore.

9/19/17	Plan and Implement PBIS Day	Complete 11/01/2016	Phyllis Bailey	01/05/2017
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Notes: Students who have demonstrated exemplary behavior during the previous month will have the opportunity to attend a PBIS Day celebration. Students who do not attend the celebration will participate in "Teach To" lessons to focus on identifying and correcting negative behaviors.

9/24/17	Provide Training on Restorative Justice to Faculty and Staff	Complete 08/18/2017	Alicia Stevenson	08/18/2017
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Notes: Ms. Stevenson and Ms. Boyd will train teachers on Restorative Justice as well as how to implement circles as part of the instructional day. This training will begin during the workdays at the beginning of the 2017-2018 school year and continue throughout the year. Training will include information around a variety of topics related to Restorative Justice including the school-wide book study for this year.

Restorative Justice is a powerful approach to community building that includes students, staff, and families. A key component of Restorative Justice is Community Building Circles. Every classroom at Merrick-Moore will begin each day with a morning circle. During this time students have the opportunity to check in with their teacher and classmates and participate in a community building activity. Our goal as a restorative school is to teach students proactive strategies and how to resolve conflicts effectively.

9/7/17	Train Faculty & Staff on the Merrick-Moore's PBIS Plan	Complete 08/22/2017	Trasi Pollino	08/22/2017
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Notes: Ms. Bailey and Ms. Pollino will present Merrick-Moore's PBIS plan to teachers at the start of the year. The clip chart will be reviewed as well as how to handle major/minor behavior situations in the classroom. Teachers will understand school-wide expectations as well as how to support students who may demonstrate challenging behaviors. The training will align with the school's Restorative Justice work.

9/19/17	Create and Distribute the Merrick-Moore PBIS Clip Chart	Complete 08/24/2017	Trasi Pollino	08/24/2017
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Notes: A Merrick-Moore clip chart will be created for each classroom. The clip chart will allow students to start on green at the beginning of each day and then move their clips up or down to reflect their behavior within the classroom. Students are trying to move up to blue, purple, and orange. The clip chart will be discussed in detail during the beginning of year PBIS training.

9/19/17	Organize Tiger Tickets Reward System	Complete 08/25/2017	Phyllis Bailey	08/28/2017
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Notes: Students and classes will receive Tiger Tickets as rewards to reinforce positive behaviors. Classes will compile Tiger Tickets to earn rewards (e.g., class days, popcorn parties, gold paws). Students and classes can receive Tiger Tickets from any faculty or staff member in the building except their own teacher. Tiger Tickets are available in the following denominations: 1, 5, and 10.

9/24/17	Plan and Implement Restorative Justice Circles	Complete 08/25/2017	Danielle Boyd	09/05/2017
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Notes: A key component of Restorative Justice is Community Building Circles. Every classroom at Merrick-Moore will begin each day with a morning circle in an effort to support, build, and improve school and classroom community. During this time students have the opportunity to check in with their teacher and classmates and participate in a community building activity. Our goal as a restorative school is to teach students proactive strategies and how to resolve conflicts effectively.

9/19/17	Share 5:1 Ratio TLaC Strategy	Complete 09/17/2017	Matthew Hunt	09/17/2017
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Notes: Teachers will use the Teach Like a Champion strategy of 5:1 to represent the ratio of positive interactions to negative ones. This strategy will be shared as part of the weekly newsletter to all faculty and staff. During subsequent weeks, administrators will identify school-based examples of teachers with a greater than 5:1 positive to negative ratio to share with the school community.

9/7/17	Organize Restorative Justice Book Study	Complete 09/20/2017	Danielle Boyd	09/20/2017
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Notes: The Merrick-Moore staff will participate in a school-wide book study about Restorative Justice with monthly discussions and assignments. The first month's activity requires all faculty and staff to read the first two chapters and view the learning from the chapter with a focus on response and reflection. Teams will work together to discuss their learning and then respond to key quotes and ideas from the chapter and share with the whole group.

9/19/17	Train Faculty & Staff on Educator's Handbook	Complete 09/22/2017	Trasi Pollino	09/29/2017
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	<p><i>Notes:</i> All faculty will be trained in the use of Educator's Handbook. This tool will be used to enter minor/major behaviors as well as to compile data about student behavior trends. Data will be used to complete ABC charts, FBAs, and BIPs. Data will be used at the end of the year to determine if the school's goal for 2017-2018 of reducing ISS suspensions by 25% was achieved.</p>			
10/6/17	Create New PBIS PRIDE Plan	Complete 10/09/2017	Trasi Pollino	10/09/2017
	<p><i>Notes:</i> The PBIS team will develop a new school-wide system based on the PRIDE matrix (Promote Kindness, Respect, Integrity, Determination, Excellence) and Tiger Tickets. The plan will be presented at the October faculty meeting and implemented school-wide beginning on October 9th. The team will work to ensure there is a common understanding of school-wide expectations. Teachers will review the pledge and expectations daily with students.</p>			
2/15/18	Share "Every Minute Counts" TLac Strategy	Complete 11/16/2017	Matthew Hunt	12/01/2017
	<p><i>Notes:</i> Mr. Hunt will share the "Every Minute Counts" strategy which encourages teachers to maximize transitions (e.g., walking to specials/lunch) by keeping students engaged through quick response questions (e.g., High Frequency Words, flash cards, oral questioning).</p>			
11/28/17	Revise Tiger Ticket System	Complete 11/01/2017	Samantha Kenney	01/01/2018
	<p><i>Notes:</i> The PBIS team will work to identify a revised plan for Tiger Tickets. Students will now keep their own personal Tiger Tickets that they receive as a positive reinforcement for demonstrating PRIDE behaviors. Students will be able to trade them in for school-wide or classroom incentives throughout the year.</p>			
2/22/18	Attend DPI Webinar on Classroom Management	Complete 02/22/2018	Kate Hanlon	02/22/2018
	<p><i>Notes:</i> Ms. Hanlon will participate in NCDPI's webinar on classroom management and key indicator A1.07. Information from the webinar and Wise Ways will be included as action steps in NCStar.</p>			
3/11/18	Create Positive Office Referral Format	Complete 03/01/2018	Matthew Hunt	03/04/2018
	<p><i>Notes:</i> Teachers will have the opportunity to select and celebrate a Terrific Tiger each week who exhibits Merrick-Moore PRIDE. Tigers will be referred to the office, Terrific Tiger forms will be posted in the hallway, and parents will be notified of their child's recognition.</p>			
2/22/18	Provide De-escalation Training	Complete 02/22/2018	Trasi Pollino	04/01/2018
	<p><i>Notes:</i> Ms. Pollino will provide de-escalation training to Merrick-Moore teachers and staff in collaboration with Communities in Schools.</p>			
11/14/17	Attend Teach Like a Champion School Culture Training	Complete 04/14/2018	Matthew Hunt	04/27/2018

Notes: A small team of administrators and teachers will attend the Teach Like a Champion training. The training will take place in April 2018 in Charlotte, NC. The attending team will bring back the new learning to provide targeted, school-based professional development at Merrick-Moore. The information will be aligned with our school's PBIS plan and guide the school community and climate work for the 2018-2019 school year.

8/6/18	Provide Setting Limits Classroom Management Training	Complete 06/11/2018	Matthew Hunt	06/11/2018
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Notes: Mr. Hunt will coordinate with Dr. MacKenzie to provide a two day Setting Limits training for all faculty and staff. The training will align with the text "Setting Limits in the Classroom." This work will be supported by the school's efforts with PBIS, Teach Like a Champion, and Restorative Justice.

9/24/17	Provide Classroom Management Professional Development	Complete 06/11/2018	Trasi Pollino	06/13/2018
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Notes: Teachers will participate in classroom management training and identify methods, strategies, and resources to create a supportive, inclusive, and effective classroom management system. The school's leadership team will assess current classroom management philosophies, curriculums, and programs to determine how best to support our teachers and students with the goal of decreasing ISS/OSS referrals and maximizing learning time.

8/6/18	Organize Setting Limits Book Club Sessions	Complete 06/13/2018	Kate Hanlon	06/20/2018
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Notes: Classroom teachers will be invited to participate in a weekly book club to address to topics discussed in the text "Setting Limits in the Classroom." Teachers will read chapters prior to weekly sessions. During the meetings, participants will collaborate together to discuss how the ideas and actions in the text can be implemented in their classrooms and our school. Sessions will take place in June, July, and August.

9/2/18	Implement Restorative Center	Complete 08/26/2018	Phyllis Bailey	08/27/2018
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Notes: Ms. Bailey will coordinate with the administrative team to implement Merrick-Moore's Restorative Center. The Restorative Center will focus on helping students with re-entry to their classroom and helping students identifying how their behaviors impact their learning and their peers learning.

1/21/18	Identify and Post Clear Rules and Expectations in Each Classroom	Complete 09/01/2018	Trasi Pollino	09/01/2018
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Notes: Teachers will identify 3-5 rules and/or expectations they have for their classroom. Rules will be stated positively (e.g., "Raise your hand before talking." instead of "Don't call out." Rules will be taught and reviewed during the first month of school on a daily basis and regularly throughout the year to enforce expectations.

11/27/17	Support Teachers' Classroom Management Plans	Complete 10/01/2018	Trasi Pollino	10/01/2018
	<i>Notes:</i> Merrick-Moore will work to identify classroom management tools that can be used in alignment with Merrick-Moore's PBIS plan. An example would be Class Dojo which is a digital classroom management tool designed to help teachers reinforce positive behaviors by giving points to students' avatars. Teachers then determine how points can be used in the classroom. Teachers are able to communicate with families through Class Dojo and reports can be used to document student behavior.			
9/2/18	Facilitate Monthly Setting Limits Meetings	Complete 10/01/2018	Kate Hanlon	10/01/2018
	<i>Notes:</i> Teachers who have completed the Setting Limits book club will participate in a monthly check-in meeting. The meeting will include Kid Talk, celebrations, and classroom management professional development.			
9/2/18	Revise PRIDE Posters for 2018-2019 School Year	Complete 01/01/2019	Phyllis Bailey	02/01/2019
	<i>Notes:</i> The PBIS team will update and revise PRIDE posters to reflect new schoolwide expectations. Posters will be posted in common areas (e.g., cafeteria, bathrooms) and be taught and enforced by all teachers.			
2/19/19	Provide Training for Staff on Culturally Responsive Teaching	Complete 03/13/2019	Danielle Boyd	03/15/2019
	<i>Notes:</i> Ms. Estelle Archibald will train Merrick-Moore faculty & staff on culturally responsive teaching, community building, and continuation of Tier I and II circle. This is being funded by TSI.			
9/28/18	Identify New Texts for the School's Book Club	Complete 02/15/2019	Kate Hanlon	06/01/2019
	<i>Notes:</i> The school book club will identify future texts that can be studied and implemented to support teachers' development of classroom management skills and community building techniques. Potential texts include "Carrots & Sticks" and "Teaching with Love & Logic."			
9/28/18	Explore Alternative Calm Down Strategies	Complete 10/01/2019	Kate Hanlon	10/10/2019
	<i>Notes:</i> The school will identify items, strategies, and activities to help students de-escalate and "cool off." Examples include calm down kits, therapy animals, and meditation/visualization tools.			
9/29/19	Identify and Advertise School Store	Complete 11/01/2019	Phyllis Bailey	11/01/2019

	Notes: Ms. Bailey and the PBIS team will identify how the Merrick-Moore School Store can be used to provide incentives for students to earn and trade in Tiger Tickets. Discussions will involve what items should be purchased, timing, location, process, and implementation plan.			
9/28/18	Identify student leadership roles in the school and peer to peer student support groups.		Anissa Hicklen	08/10/2020
	Notes: Ms. Hicklen will work with administration, coaches, and teachers to identify opportunities for students to develop leadership skills at Merrick-Moore. Using the Restorative Justice Tier II circles as a model, students will begin to engaged in peer to peer support groups designed to help students understand their behaviors and how those behaviors impact others.			
9/2/18	Provide Professional Development Development on Tier II Circles		Danielle Boyd	09/01/2020
	Notes: Ms. Boyd and Ms. Stevenson will provide targeted professional development to all Merrick-Moore staff on Tier II Restorative Justice circles. Teachers will implement Tier II circles as part of Merrick-Moore's structural framework.			

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2016-17 Merrick-Moore's grade level and department teams use a variety of resources to develop standards-aligned units of instruction, including: Common Core and NC Essential Standards, NCDPI resources (unpacked standards, units, etc.), district unit maps, pacing guides, School Net, and more. Teams have analyzed EOGs and other year-end assessments to backwards map while developing units and ensure tight alignment with formative, unit, and other assessments. Teams analyze teacher-made assessments, district assessments (CASE 21 and Common District Assessments (CDAs)), mClass and iReady progress monitoring to inform whole-class and individual instruction. Data is used to identify and implement small group instruction and differentiated learning activities for students. This instructional focus is an integral part of every collaborative team's weekly meeting. In addition, the administrative team and instructional facilitator support grade level and department teams during weekly meetings, faculty meetings, and other professional development opportunities. Progress is monitored via walk-throughs, observations, and weekly meetings. One of the school's five annual goals is tied to every classroom's ability to meet or exceed academic growth. Our ability to achieve this goal is directly tied to our progress with this indicator.	Limited Development 03/23/2016		
How it will look when fully met:			<p>Strategic Plan Alignment: 1A, 1B</p> <p>Focus Goals for the 2017-2018 School Year: EVERY teacher will MEET or EXCEED Academic Growth. Academic Achievement: Achieve the highest EOG proficiency gain in DPS; K-3 students on grade level (as measured by TRC) will increase by 10%. Our school has identified key areas that will signify the indicator has been fully met. (1) Analyze BOY and MOY assessment data (mCLASS, iREADY, and CASE21) to inform instruction. (2) Utilize Backwards Mapping document to create common assessments. (3) Continuously progress monitor and use data to form small groups. (4) Administrators attend grade level meetings on a quarterly basis. (4) Implement weekly grade level meetings with the Instructional Facilitator. (5) Update walk through form to reflect instructional focus areas. (6) Complete walk-throughs and provide regular feedback to teachers. (7) Conduct three formal administrative observations per year.</p>		Matthew Hunt	06/08/2020
Actions				33 of 34 (97%)		
	1/10/17	Create Merrick-Moore Lesson Plan Format		Complete 08/31/2016	Matthew Hunt	09/02/2016

Notes: Merrick-Moore will create a standardized lesson plan format that PLCs can utilize to ensure all lesson plans are standards-aligned and include thinking, reading, writing, listening, and speaking. Teachers can align instruction with EOGs and/or common assessments. The lesson plan template will include key vocabulary, learning targets in student friendly language, a minimum of three higher order thinking questions or skills, a Tiger Charge (activating strategy), teacher actions, student actions, whole class lesson, activities, formative assessments, a victory lap, extension activity (e.g., homework assignment), and a post-lesson reflection.

12/8/16 Create Backwards Mapping Document

Complete 10/05/2016

Matthew Hunt

10/05/2016

Notes: A backwards mapping framework will be created that focuses on four key areas: (1) identifying the finish line, (2) analyzing the finish line, (3) creating unit assessments, and (4) using the assessments to drive daily lesson plans. The framework will be reviewed and shared with staff to improve instructional practices.

1/10/17 Analyze BOY mCLASS and iREADY Data with Grade Level PLCs

Complete 10/14/2016

Samantha Kenney

10/14/2016

Notes: Ms. Kenney will review BOY mCLASS and iREADY data with PLCs to discuss how the results can be used to differentiate instruction and identify areas of strength and need.

12/20/16 Share North Carolina Department of Public Instruction's Common Core State Standard unpacking document with team PLCs

Complete 11/02/2016

Samantha Kenney

11/02/2016

Notes: Ms. Kenney will share the NCDPI CCSS unpacking document with PLCs. The teams will review the document together and discuss how the unpacking guidelines can be used to create standards-aligned lessons. Part of the document includes essential questions that can be used to create Learning Targets and higher order thinking questions.

1/12/17 Train Faculty on Standards-Based Grading

Complete 01/04/2017

Samantha Kenney

01/04/2017

Notes: Ms. Kenney will present professional development on using standards-based grading practices to drill down on student performance and ability on common assessments. Instead of giving an overall grade and/or percent correct, teachers will identify questions by standard and identify the number of questions students answered correctly for each standard.

1/10/17 Analyze MOY mCLASS and iREADY Data with Grade Level PLCs

Complete 02/24/2017

Samantha Kenney

02/24/2017

Notes: Ms. Kenney will review MOY mCLASS and iREADY data with PLCs to discuss how the results can be used to differentiate instruction and identify areas of strength and need.

1/10/17	Review Case21 results with grade level PLCs and discuss alignment to lesson plans and CCSS	Complete 02/28/2017	Matthew Hunt	03/31/2017
	<i>Notes:</i> Mr. Hunt and the administrative team will review Case21 (mock EOG) results with grade level PLCs to discuss student progress and areas of strength and weakness. Teams will evaluate the exams by standard and identify which standards need to be focused on and/or reinforced through standards aligned instruction. Teams will use the backwards mapping document and unpacking document to better understand standards language and expectations.			
1/10/17	Monitor mCLASS Progress Monitoring Fidelity (BOY to MOY & MOY to EOY)	Complete 04/26/2017	Kate Hanlon	04/30/2017
	<i>Notes:</i> A progress monitoring calendar and class roster will be created for the fall and spring to support teachers in their planning for progress monitoring in mCLASS. Students who need intensive support (red) will be monitored every two weeks. Students who need some support (yellow) will be assessed every four weeks in DIBELS and six week in TRC. Students who are on or above grade level (green and blue) will be monitored once a quarter. After each progress monitoring period, a report will be run to identify teachers who may need additional support in completing their progress monitoring.			
1/10/17	Conduct formal teacher observations using the North Carolina Teacher Evaluation Process	Complete 05/25/2017	Alicia Stevenson	05/31/2017
	<i>Notes:</i> The administrative team (Mr. Hunt, Ms. Boyd, and Ms. Stevenson) will complete formal observations using the NC Teacher Evaluation Rubric. Beginning teachers will be evaluated three times a year in addition to one peer observation completed by a career teacher. Career teachers will be evaluated two or three times a year depending on the licensure renewal year. The evaluations and post-conferences will be used to support teacher growth through identified professional development, mentor support, and administrative support.			
1/10/17	Create and discuss collaborative standards-aligned lesson and unit plans in core content areas during weekly PLCs	Complete 05/01/2017	Samantha Kenney	06/09/2017
	<i>Notes:</i> Teams will identify key standards to be addressed using DPS curriculum overview documents and common formative assessments. Using standards unpacking documents and the backwards mapping document, teams will create standards-aligned units and lessons that ensure students are exposed to and mastering grade-level content.			
1/10/17	Create and Post Learning Targets	Complete 10/31/2016	Matthew Hunt	06/09/2017

Notes: Teachers will utilize the 4Ms (Made First, Most Important, Manageable, and Measurable) to create Learning Targets that are aligned to CCSS and the NCSCOS. PLCs will collaborate to create common Learning Targets to ensure cohesive learning across the grade level. Teachers will post and reference the Learning Targets during daily instruction to ensure students understand what they are learning and why they are learning it.

1/10/17	Use Durham Public Schools Curriculum Overview Documents in Core Content Areas	Complete 05/01/2017	Samantha Kenney	06/09/2017
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Notes: Teachers and PLCs will review and utilize the Durham Public Schools curriculum overview documents to ensure units and lessons are standards-aligned and all standards are taught and assessed during the 2016-2017 school year. Curriculum Overview documents include science and social studies alignment, the bi-quarterly writing focus (e.g., narrative, informational, opinion), focus standards (direct instruction), supporting standards (support focus standards and may need some direct instruction), and unifying standards (standards that are taught and reinforced throughout the school year).

1/10/17	Create, Utilize, and Reflect on PLC Created Common Assessments	Complete 03/31/2017	Matthew Hunt	06/09/2017
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Notes: Grade level PLCs will use the backwards mapping document and unpacking documents to create common assessments that are designed to answer the PLC corollary question: "How will we know they are learning?" The results of the common assessments will be discussed as a PLC and the data will be used to provide interventions and extension opportunities.

1/10/17	Organize Administrative/Team PLCs	Complete 05/03/2017	Matthew Hunt	06/09/2017
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Notes: The administrative team will participate in quarterly grade level PLC meetings to discuss expectations, instruction, data, assessment, classroom management, and next steps.

1/10/17	Implement Weekly Instructional Facilitator Meetings	Complete 04/30/2017	Samantha Kenney	06/09/2017
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Notes: Ms. Kenney will meet weekly with grade level PLCs to discuss instructional strategies, assessment tools, the use of data to inform instruction, and the creation standards-align lessons and units. Sessions will provide on-site, differentiated professional development. Ms. Kenney will provide job-embedded follow up.

9/24/17	Provide Instructional Coaching (ELA, math, science)	Complete 08/28/2017	Paula Januzzi	08/28/2017
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	<i>Notes:</i> Ms. Januzzi, Ms. Kenney, Ms. Pollino, and Ms. Hanlon will provide targeted coaching in the content areas of ELA, science, and math for grades K-5. Coaches will attend weekly PLC meetings as well as provide support through modeled lesson, individual conferences, PLC meetings, and lesson planning support.			
9/24/17	Use of DPS Unit Maps for Common Lesson Planning	Complete 08/28/2017	Samantha Kenney	08/28/2017
	<i>Notes:</i> Collaborative teams will utilize the DPS Unit Maps for ELA, math, science, and social studies to ensure all Common Core Standards are addressed and taught during the 2017-2018 school year. The maps contain important information about pacing, standards, vocabulary, essential questions, and focus areas.			
11/4/17	Utilize District Content Coaches/Specialists	Complete 08/28/2017	Terri Parker	08/28/2017
	<i>Notes:</i> Merrick-Moore will utilize the expertise of the DPS Math Specialist, Teri Parker, to provide weekly support to the third grade team. During Ms. Parker's visits she will walkthrough third grade classrooms during the math block and assess the school's implementation of the DPS Math Framework. Opportunities will be provided for follow up questions and Ms. Parker will collaborate with Ms. Kenney to support math instructional at Merrick-Moore.			
9/7/17	Implement Letterland Curriculum K-2	Complete 09/05/2017	Samantha Kenney	09/05/2017
	<i>Notes:</i> K-2 Teachers will implement the Letterland curriculum to support students' phonics understanding and development. The curriculum will provide consistency between grade levels in terms of language and lessons. Letterland includes a name, sound, character, and action for each letter and is a phonics-based approach for teaching reading. Ms. Hopper will provide support to K-2 teachers through monthly meetings, district trainings, sharing Letterland materials, and on-site support.			
9/24/17	Participate in Team Common Lesson Planning	Complete 10/30/2017	Paula Januzzi	10/30/2017
	<i>Notes:</i> Teams will participate in weekly CT meetings. During these meetings, teams will have the opportunity to collaboratively plan, review, and discuss standards-aligned and DPS-aligned units of instruction. A minimum of one coach is assigned to each team PLC. (Kindergarten - Ms. Hanlon, first grade - Ms. Kenney & Ms. Hanlon, second grade - Ms. Seider, third grade - Ms. Januzzi, fourth grade - Ms. Januzzi, fifth grade - Mr. Mullaney, Ms. Polino, and Ms. Kenney)			
9/7/17	Revise and Implement the DPS Math Block	Complete 10/31/2017	Samantha Kenney	11/06/2017

Notes: Teachers will implement lessons using the revised DPS Math Block. The block includes opportunities for number talks, small group lessons, math stations, summarizing, and whole group instruction. Ms. Kenney will provide training for all teachers during the workdays at the start of the year. At the start of the year, she will model lessons using the components of the DPS Math Block and provide materials (e.g., DPS Talk Moves charts) for all classrooms. She will collaborate with Ms. Parker to ensure best-practices are being utilized in all classrooms.

10/31/17	Create a Guided Reading Lesson Bank	Complete 10/16/2017	Samantha Kenney	12/01/2017
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Notes: Ms. Kenney will create a Google drive set of files that allow teachers to upload guided reading lessons and DRTAs for school-wide use. The lessons will be divided by level, allowing teachers to quickly pull effective lessons for each reading workshop group. Lessons will include DRTA activities to ensure are exposed to text-dependent questions as well as follow-up written questions to practice using evidence to support responses.

1/20/18	Explore New ELA Curriculum	Complete 01/01/2018	Paula Januzzi	01/01/2018
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Notes: Ms. Januzzi, Ms. Kenney, Ms. Pollino, and Ms. Hanlon will collaborate with outside vendors to explore and adopt a comprehension ELA curriculum for grades K-5. The goal will be to implement the curriculum in the third and fourth quarters.

2/1/18	Train Faculty on Journeys ELA Curriculum	Complete 01/24/2018	Kate Hanlon	01/26/2018
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Notes: All faculty and staff will be trained on the new Journeys ELA curriculum resources. Materials include: student text books, trade books, Literacy & Language Guide, decodable readers, and leveled readers. Follow-up training will be provided in CT meetings by academic coaches and on the February 29th early release day.

1/21/18	Establish School-wide Common Assessment Windows	Complete 01/29/2018	Matthew Hunt	03/01/2018
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Notes: The school will identify set common assessment windows. During these windows, teachers will be responsible for administering team-created common assessments. The assessments will be created by collaborative teams at the start of the unit using the 11 best practices for common assessments. Teams will then use the common assessments to create instructional units and aligned learning targets.

3/11/18	Schedule Saturday Planning Days	Complete 03/11/2018	Matthew Hunt	03/24/2018
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Notes: All certified staff will be offered the opportunity to participate in optional Saturday planning sessions. Sessions will include a one hour professional development opportunity that is aligned to teacher/data needs and extended planning time individually or with their team.

1/20/18	Explore New Science Curriculum	Complete 03/09/2018	Trasi Pollino	04/01/2018
	<i>Notes:</i> Ms. Pollino will collaborate with coaches and DPS Central Services to identify if a new science curriculum would support K-5 math instruction at Merrick-Moore.			
8/22/17	Implement Empowering Writers Curriculum	Complete 05/30/2018	Paula Januzzi	05/30/2018
	<i>Notes:</i> Teachers will be trained in the Empowering Writers curriculum throughout the school year. The focus of the program is on improving the writing program at Merrick-Moore in alignment with Common Core State Standards. Ms. Januzzi will provide on-site support to all PLCs in pacing writing instruction, modeling lessons, and creating authentic work samples.			
1/10/17	Schedule regular administrative classroom walkthroughs to provide constructive feedback and pose thinking questions	Complete 10/01/2018	Matthew Hunt	10/01/2018
	<i>Notes:</i> The administrative team (Mr. Hunt, Ms. Boyd, Ms. Stevenson, and Ms. Kenney) will regularly visit classrooms (grade level and support staff) to provide constructive feedback and to identify questions to help teachers improve their instruction, classroom management, and student support. A standard walkthrough form will be created by the team that identifies Merrick-Moore's areas of focus for 2017-2018.			
11/5/18	Collect Lesson Plan for the Week of 10/22	Complete 10/22/2018	Alicia Stevenson	10/22/2018
	<i>Notes:</i> All classroom teachers and support staff will submit lesson plans in the Merrick-Moore lesson plan template for the week of 10/22/2018. Coaches, administrators, and teams will review these lessons to determine next steps for professional development, lesson planning, backwards mapping, and feedback.			
9/2/18	Design and Utilize Effective Classroom Libraries	Complete 10/19/2018	Paula Januzzi	11/01/2018
	<i>Notes:</i> Ms. Januzzi will work with Collaborative Teams to select, order, and facilitate the use of effective classroom libraries to increase reading proficiency and engagement. Ms. Januzzi will provide professional development and support to teams as they reorganize their libraries and integrate them into their instruction and instructional practices.			
9/29/19	Identify Instructional Leads for Collaborative Teams	Complete 09/01/2019	Danielle Boyd	09/01/2019
	<i>Notes:</i> The administrative team will identify an instructional lead for each grade level team. This master teacher will lead weekly collaborative team meetings and facilitate the lesson planning process. They may model lessons for peers, provide coaching and support, and will be members of the school's leadership team to create and implement school improvement strategies.			
1/20/18	Explore New Math Curriculum	Complete 10/01/2019	Samantha Kenney	10/01/2019

Notes: Ms. Kenney will collaborate with coaches and DPS Central Services to identify potential math curricula to support CCSS Standards in K-5. The curriculum will align with the DPS math block expectations as well as DPS Math Institutes.

9/29/19 Collaborate with Eureka Math Coach

Paula Januzzi

05/01/2020

Notes: The administrative and coaching team will coordinate and collaborate with Mr. Waldorf to implement Eureka effectively in the K-2 classrooms. Ms. Waldorf will work with Merrick-Moore teachers two times each month as part of the collaborative teams and pushing in to classrooms. He will provide notes, feedback, and action steps to ensure teachers understand the curriculum and can maximize its implementation.

		A2.08	ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Tasks have been created and are in place to support the implementation of this indicator.	Limited Development 09/19/2016		
How it will look when fully met:			Strategic Plan Alignment: 1A, 1B Focus Goals for the 2017-2018 School Year: EVERY teacher will MEET or EXCEED Academic Growth. Academic Achievement: achieve the highest EOG proficiency gain in DPS; K-3 students on grade level (as measured by TRC) will increase by 10%. School faculty and staff will work to plan and implement lessons that involve modeling and direct instruction around the metacognitive process. Students will be encouraged to self-regulate their own learning by assessing their level of understanding, setting appropriate goals for their learning, monitoring their progress, and adjusting their learning behaviors and actions accordingly. Professional development during the 2016-2017 school year will include anchor charts, strategies of the week, learning targets, and extensions from the district's L2N trainings. These strategies will allow teachers to practice metacognitive strategies and understand how to apply them to their own instruction. Once implemented, students will be able to explain their thinking and learning process while identifying resources (e.g., materials, anchor charts, text features) that supported their content understanding and development. Evidence collected will include agendas, notes, and feedback from professional development sessions, sample lesson/unit plans, student goal sheets, class and school data, and examples of learning resources created and posted by teachers. Indicator will be monitored by Marion Dixon, Paula Januzzi, and the L2N Team.		Paula Januzzi	06/30/2020
Actions				12 of 13 (92%)		
	1/10/17	Attend L2N Network Trainings		Complete 09/30/2016	Matthew Hunt	09/30/2016
Notes: Mr. Hunt, Ms. Kenney, Ms. Taylor, and Ms. Walton will attend monthly DPS L2N Network meetings. These sessions will focus on various topics (e.g., anchor charts) and allow the team to visit various school locations and participate in professional development sessions that can be modified and adapted to meeting individual school needs. The L2N Network Team has been updated for the 2017-2018 school year. The new members will be Ms. Irby, Ms. Fugon, Ms. LeGarrec, Ms. Levisky, Ms. Hunt, and Ms. Hanlon. Information from the sessions will be brought back and shared with the school leadership team and PLCs.						

1/10/17	Plan Professional Development on Anchor Charts	Complete 12/07/2016	Samantha Kenney	12/07/2016
	<i>Notes:</i> Ms. Kenney will utilize learning from the L2N Network meetings to create a training on anchor charts. Anchor charts are a best practice that allow students to participate in the creation of a visual resource tool that makes "thinking visible." Anchor charts keep learning relevant and encourage students to refer to the charts as a tool for making connections. After the training, teachers will be encouraged to collaboratively create anchor charts with their students that are related to current standards.			
3/19/17	Implement Daily Reading Block	Complete 02/27/2017	Samantha Kenney	02/27/2017
	<i>Notes:</i> All classroom teachers at Merrick-Moore will implement a daily reading block (50 minutes) that provides for protected guided reading time. All classroom teachers will partner with support staff (e.g., IAs, interventionists, ESL/AIG teachers) to ensure that every student is seen in a guided reading group every day. Lessons will follow best practices including a focus on comprehension, leveled texts, mini-lessons, written comprehension follow-up, and word study implementation.			
1/10/17	Identify and Implement Key Strategies of the Week	Complete 04/30/2017	Matthew Hunt	06/09/2017
	<i>Notes:</i> Together with the administrative team, Mr. Hunt will identify key Strategies of the Week with a high success rate (e.g., wait time, no opt-out, everybody writes, question stems, cold call, precise praise) and share them with teachers on a weekly basis. Teachers will be asked to identify strategies they are using in PLCs and pre-conferences to facilitate students learning.			
1/10/17	Create and Post Learning Targets	Complete 10/31/2016	Matthew Hunt	06/09/2017
	<i>Notes:</i> Teachers will utilize the 4Ms (Made First, Most Important, Manageable, and Measurable) to create Learning Targets that are aligned to CCSS and the NCSCOS. PLCs will collaborate to create common Learning Targets to ensure cohesive learning across the grade level. Teachers will post and reference the Learning Targets during daily instruction to ensure students understand what they are learning and why they are learning it.			
1/10/17	Utilize Common District Assessment (CDA) Rubrics	Complete 05/25/2017	Samantha Kenney	06/09/2017
	<i>Notes:</i> Grade level teams will implement Durham Public Schools CDAs on a quarterly basis. These assessments are designed to provide teachers with data regarding which standards students have mastered and which may need additional review. These rubrics can be used to help show students their progress towards standard mastery.			
3/11/18	Collaborative Team Mini-Grants	Complete 03/28/2018	Matthew Hunt	04/27/2018

Notes: Collaborative teams will work together to write a mini-grant for \$2,000 on a project that is designed to improve student growth in literacy. Grade levels will be encouraged to pull in other staff who work with their students outside of the whole class instruction times. Grade level chairs should respond to the following questions:

1. Describe the team's project. How will the project be implemented on a regular basis?
2. What are the project's SMART goals? (Of course, these are subject to change after we get EOY data).
3. How will you measure the project's progress? How often will you measure progress?
4. What resources would you like to purchase for next year's students? Provide a detailed list of resources, approximate prices, and possible vendors.

5/4/17	Create PLC Common Assessments	Complete 06/01/2018	Danielle Boyd	06/08/2018
	<i>Notes:</i> After receiving training on standards-based common assessments, teachers will work within their PLCs to create a common assessment based on each unit of study. The team will use backwards mapping to create standards and assessment aligned instructional plans that include metacognition and specific learning strategies and techniques.			
1/10/17	Provide Targeted Professional Development Sessions	Complete 10/01/2018	Paula Januzzi	10/01/2018
	<i>Notes:</i> Ms. Kenney, Ms. Januzzi, and master teachers will provide targeted professional development to grade level PLCs on a weekly basis that includes topics such as Directed Reading Thinking Activities (DRTA), mCLASS, etc. Together with the administrative team, the coaches will present various professional development topics at monthly staff meetings and early-release trainings. Feedback from observations, walkthroughs, staff feedback, and the TWCS will be used to determine PD content.			
9/5/18	Utilize Teach Like a Champion Strategies to Improve Student Learning	Complete 09/04/2018	Matthew Hunt	12/01/2018
	<i>Notes:</i> The administrative team will utilize the UnCommon Schools' workshop materials to provided job-embedded, on-site training to teachers using the identified instructional strategies (e.g., cold call, show call, no opt out, wait time, 100%). Material will be presented at the summer Teacher Institute, in the Weekly News, and at onsite professional development sessions.			
9/7/17	Use DPS Talk Moves	Complete 10/08/2018	Samantha Kenney	12/08/2018

Notes: Merrick-Moore teachers will begin using the DPS Talk Moves language (e.g., repeating, restating) during instruction to promote metacognitive processes and extend learning. Ms. Kenney will work with Ms. Parker to provide posters to each classroom as well as providing on-site support and professional development around the revised math block and talk moves language.

2/20/19 Create and Utilize Exit Tickets

Paula Januzzi

09/01/2020

Notes: Teachers will implement daily exit tickets for ELA & math. The exit tickets will be utilized to determine next steps in planning, lesson implementation, intervention, and enrichment.

9/29/19 Provide Professional Development on Reading Phases Instruction

Complete 09/01/2019

Paula Januzzi

11/01/2020

Notes: Ms. Januzzi will provide professional development to teachers on the five phases of reading instruction. This format will be used in upper grades to model fluent reading, help students think critically about texts, learn to annotate, and access complex texts.

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2016-17 Merrick-Moore uses MTSS (Multi-tiered System of Support): • Tier 1 (Differentiated core) - Teachers meet in collaborative teams to plan strong core instruction and methods to differentiate for students who need more challenging instruction or support. • Tier 2 (Supplemental support) - Teachers implement research-based interventions for individual or small groups of students with similar needs. These are students whose skills are below grade level, and the interventions are documented on a Tier II plan sheet so that progress can be monitored. • Tier 3 (Intensive support) - Students who need further assistance, who are significantly below grade level, and have not shown significant progress in Tier 2 may be moved to Tier 3. The Problem Solving Team will create an individualized Tier 3 plan for such students. When the Tier 3 interventions have been implemented with fidelity and progress is reviewed, a student may be returned to Tier 1 or 2, remain in Tier 3, or possibly referred to Exceptional Children's Services with a recommendation for evaluation	Limited Development 03/23/2016		

How it will look when fully met:	<p>Strategic Plan Alignment: 1A, 1B</p> <p>Focus Goals for the 2017-2018 School Year: EVERY teacher will MEET or EXCEED Academic Growth. Academic Achievement: achieve the highest EOG proficiency gain in DPS; K-3 students on grade level (as measured by TRC) will increase by 10%. Effective core and differentiated instruction is key to meeting students at their level of understanding and working collaboratively within and outside the classroom to increase student learning. At the first level, all teachers are expected to plan and implement lessons and units of study that meet grade level standards and expose all students to "grade level" content. This first level is key to ensuring teachers are implementing effective practices and aligning instruction to the standards and skills being implemented by their instructional peers across the school, district, and state. The second level of instruction provides for differentiated support based on students' current level of development, understanding, and performance. Examples of this differentiated instruction include guided reading that ensures students are exposed to text at their instruction reading level, small math groups that scaffold math development, and writing conferences that allow teachers to individually address student needs regarding content and conventions. In addition to support within the classroom from teachers and instructional assistants, students may meet with interventionists, reading block partners, ESL teachers, or other support staff. The final level includes intensive supports. Students at this level have struggled to make adequate progress within the first two tiers. At this tier, a problem solving team will create a targeted, aligned intervention plan that will be implemented by the classroom teacher with the support of additional personnel (e.g., instructional assistants, interventionists). The intervention plan will be assessed on a regular basis. If students continue to fail to progress, students will be referred to the Exceptional Children's program for a potential evaluation. This process ensures students continue to receive increasing levels of support from school faculty and staff to meet their learning needs.</p>		Trasi Pollino	06/01/2020
Actions		34 of 38 (89%)		
1/10/17	Assign Instructional Assistants	Complete 08/22/2016	Matthew Hunt	08/31/2016

	<p><i>Notes:</i> The administrative team will effectively assign and distribute the schools nine Instructional Assistants across grades K-2. Instructional Assistants will be expected to provide ELA and math instruction to small groups and individual students. This includes guided reading instruction, interventions, enrichment, and classroom management support.</p>			
1/10/17	Support Academically and/or Intellectually Gifted Students	Complete 09/30/2016	Thomas Prica	09/30/2016
	<p><i>Notes:</i> The two AIG teachers (Mr. Prica & Ms. Hill) will identify AIG students and create a standards-aligned AIG plan that ensures these students are receiving grade-level instruction along with extension and enrichment activities in ELA and math alignment with their specific learning needs.</p>			
1/10/17	Provide Aligned Instruction to EC Students	Complete 09/30/2016	Donna Uhlich	09/30/2016
	<p><i>Notes:</i> The EC team (Ms. Uhlich, Ms. Modlin, Ms. Goss, Ms. Turner, and Ms. DePaolo) will review, monitor, and implement students' IEPs on a daily basis. Instruction will be aligned to grade level standards, the NC Extended Content Standards, students' IEP goals, and individual needs. IEPs will be reviewed and updated as necessary to ensure students are receiving appropriate, differentiated instruction.</p>			
1/10/17	Plan for English as a Second Language Support	Complete 09/30/2016	Marion Dixon	09/30/2016
	<p><i>Notes:</i> The ESL team (Ms. Guynn, Ms. Schoener, Ms. Hoffman, and Ms. Dixon) will create an ESL plan that uses multiple data points (e.g., WIDA, mCLASS) to group students effectively for language instruction. Plans will be updated based on student progress and growth.</p>			
1/10/17	Identify Members of Merrick-Moore's Problem Solving Team	Complete 09/30/2016	Kathy Conner	09/30/2016
	<p><i>Notes:</i> The Merrick-Moore Problem Solving Team will meet on a regular basis to provide Tier III support to teachers. During Tier III meetings, the team will help with identifying targeted interventions that can be provided by the teacher and/or support staff to meet the students' needs. The team will help to decide if students should exit Tier III status and/or be referred to the EC team for additional support.</p>			
1/10/17	Analyze BOY mCLASS and iREADY Data with Grade Level PLCs	Complete 10/14/2016	Samantha Kenney	10/14/2016
	<p><i>Notes:</i> Ms. Kenney will review BOY mCLASS and iREADY data with PLCs to discuss how the results can be used to differentiate instruction and identify areas of strength and need.</p>			
2/15/18	Create Daily Learning Targets	Complete 10/01/2016	Matthew Hunt	12/01/2016
	<p><i>Notes:</i> Teachers and CTs will create Learning Targets that meet the 4Ms (Made First, Measurable, Manageable, Most Important). Learning Targets will be posted daily in the classroom and read/monitored by a Learning Target Captain.</p>			

1/10/17	Provide MTSS Staff Presentation	Complete 12/07/2016	Kathy Conner	12/07/2016
	<i>Notes:</i> Ms. Conner and Ms. Avetta will create an MTSS presentation that outlines Merrick-Moore's MTSS plan and how teachers can create Tier II and Tier III plans for their students. The presentation will focus on explaining MTSS as well as how the process works with moving students within the tiers. Examples of interventions will be provided as well as sample timelines.			
1/10/17	Provide Oasis Tutoring	Complete 01/03/2017	Michelle Kornfeld	01/03/2017
	<i>Notes:</i> Students in grades 2-5 will be identified for additional support through the Oasis Tutoring program. This afterschool program will focus on ELA and math instruction three times a week.			
1/10/17	Train K-3 Faculty on mCLASS	Complete 01/19/2017	Samantha Kenney	01/25/2017
	<i>Notes:</i> Ms. Kenney and Ms. Hanlon will meet with K-3 PLCs to review and practice DIBELS and TRC tasks prior to each mCLASS benchmark implementation. New teachers will be trained separately to provide in-depth practice time as well as time to navigate and understand the mCLASS platform.			
1/10/17	Provide Reading Support through Interventionists	Complete 02/09/2017	Kate Hanlon	02/10/2017
	<i>Notes:</i> The two reading interventionists (Ms. Hanlon & Ms. Irby) will utilize classroom and school data along with teacher and administrative feedback to identify students for additional intensive reading support. Groups will meet on a daily basis for a minimum of 25 minutes.			
1/10/17	Analyze MOY mCLASS and iREADY Data with Grade Level PLCs	Complete 02/24/2017	Samantha Kenney	02/24/2017
	<i>Notes:</i> Ms. Kenney will review MOY mCLASS and iREADY data with PLCs to discuss how the results can be used to differentiate instruction and identify areas of strength and need.			
1/10/17	Create Tier III Group Plans	Complete 02/24/2017	Kathy Conner	02/28/2017
	<i>Notes:</i> Ms. Conner will work to identify students in all grades who are not demonstrating growth in ELA and/or math. She will utilize data points such as mCLASS, iREADY, Case21, and EOGs to create group Tier III plans that can be implemented by the teacher and interventionists. Students who fail to make progress will be referred to the Exceptional Children's team.			
1/10/17	Write Merrick-Moore's MTSS Plan	Complete 03/17/2017	Kathy Conner	03/31/2017

Notes: Together with Ms. Conner (the school's MTSS chair), the team will create a school-wide MTSS platform and plan that allows teachers to create Tier II plans for students who are experiencing challenges in content areas (e.g., ELA, math) and identify aligned interventions and progress monitoring that will help the teacher track students' progress. For the students who continue to struggle with grade level content, teachers will meet with the Problem Solving Team to create a Tier III plan that includes targeted interventions. After 6-8 weeks, these plans will be reviewed and student progress will be discussed. Students may remain in Tier III, be moved back to Tier II, or be referred to the Exceptional Children's Department for review.

1/10/17 Implement Tier II Plans

Complete 03/31/2017

Danielle Boyd

06/09/2017

Notes: Teachers will identify students who need additional interventions in the content areas and/or behavior support. Tier II plans require teachers to identify an area of concern, baseline data point, and specific interventions that target the skill deficit. Teachers will monitor students progress over a minimum period of four weeks. After the plan has been implemented teachers can decide to exit a student to Tier I (core instruction), maintain the plan, or refer the student to Tier III for further support.

1/10/17 Plan Weekly Instructional Facilitator Meetings

Complete 05/03/2017

Paula Januzzi

06/09/2017

Notes: Ms. Kenney will meet weekly with grade level PLCs to discuss instructional strategies, assessment tools, the use of data to inform instruction, and the creation standards-align lessons and units.

1/10/17 Implement Guided Reading

Complete 02/27/2017

Samantha Kenney

06/09/2017

Notes: Teachers will implement guided reading lessons on a daily basis. Guided reading instruction allows teachers to differentiate instruction by reading level and necessary skill. Teachers can use mCLASS data, iREADY data, running records, or formative assessments to identify a student's reading level and/or skill needs. Teachers will flexibly group students to ensure students are consistently reading with their Zone of Proximal Development.

1/10/17 Create and discuss collaborative standards-aligned lesson and unit plans in core content areas in weekly PLCs

Complete 04/28/2017

Samantha Kenney

06/09/2017

Notes: Teams will identify key standards to be addressed using DPS curriculum overview documents and common formative assessments. Using the standards unpacking documents and the backwards mapping document, teams will create standards-aligned units and lessons that ensure students are exposed to and mastering grade-level content.

9/24/17 Implement Reading Workshop

Complete 10/02/2017

Samantha Kenney

10/02/2017

Notes: Teachers will be partnered with a support person who will push-into the room during a daily 50 minute Reading Workshop block. During this time, both teachers will be engaged in guided reading lessons while students work independently on reading extension activities (e.g., writing about reading, text dependent questions). This ensures all students participate in at least one differentiated guided reading lesson each day.

11/24/17	Identify Students for Communities in Schools Extended Day Instructional Programming	Complete 11/01/2017	Samantha Kenney	11/01/2017
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Notes: Ms. Smith and the Communities in Schools team will identify Tier II students to participate in an extended day instructional program. The program will be provided for two hours after school and include an instructional block, recess, and transportation to and from school. Formative and summative data will be collected to assess the program's effect on student growth and achievement.

11/23/17	Create MTSS Interventions Guide	Complete 01/22/2018	Danielle Boyd	03/01/2018
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Notes: Ms. Boyd will work with the student support team to create a menu of interventions for teachers to utilize in Tier II and III plans. The interventions will be research-based and include programs (e.g., Reflex Math, Headsprout), teacher driven interventions, and suggested interventions from state-wide and DPS programs (e.g., mCLASS, iReady). The menu will also include monitoring guidance and timelines for implementation.

3/11/18	Organize Saturday School	Complete 03/01/2018	Phyllis Bailey	03/01/2018
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Notes: Students who are demonstrating specific needs will be invited to participate in three hour Saturday school each week. Students will receive small group and/or 1-1 instruction to support their areas of need. Transportation will be provided to students who do not have a car/method of transportation.

3/11/18	Create Student Data Cards for Team Room	Complete 03/19/2018	Kate Hanlon	04/09/2018
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Notes: Teachers will create student data cards based on mCLASS TRC, Case21, and EOG data. The cards will include key information about student performance on standards, DIBELS tasks, TRC data, and projected EOG levels. Cards will be used to differentiate instruction and help group students effectively.

3/11/18	Collaborative Team Mini-Grants	Complete 03/28/2018	Matthew Hunt	04/27/2018
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Notes: Collaborative teams will work together to write a mini-grant for \$2,000 on a project that is designed to improve student growth in literacy. Grade levels will be encouraged to pull in other staff who work with their students outside of the whole class instruction times. Grade level chairs should respond to the following questions:

1. Describe the team's project. How will the project be implemented on a regular basis?
2. What are the project's SMART goals? (Of course, these are subject to change after we get EOY data).
3. How will you measure the project's progress? How often will you measure progress?
4. What resources would you like to purchase for next year's students? Provide a detailed list of resources, approximate prices, and possible vendors.

9/24/17	Organize Differentiation Professional Development	Complete 10/25/2017	Paula Januzzi	06/13/2018
	<i>Notes:</i> Teachers will participate in professional development on differentiation. The goal of the professional development is to help teachers meet the different instructional needs of students in the classroom. This session will be offered twice a year by one of Merrick-Moore's instructional coaches. The session will include ways to differentiate within the classroom by interest and ability level. Teachers will have the opportunity to explore options for differentiation and determine which could be applied in their own classrooms.			
2/15/19	Plan and Implement Accelerated Classrooms in 4th & 5th Grade	Complete 08/17/2018	Matthew Hunt	08/25/2018
	<i>Notes:</i> Through our School Improvement Grant, Merrick-Moore is able to fund three accelerated teachers in ELA and math. To utilize these positions effectively, Merrick-Moore has created accelerated classrooms in fourth and fifth grade. Students were purposefully selected for these two classrooms because of their scale scores on third and fourth grade End of Grade (EOG) tests. These students either demonstrated proficiency with a scale score equivalent to a '3' (proficient but not Common Core Ready) or a high 2.			
2/15/19	Schedule 5th Grade Departmentalization & Intervention	Complete 08/17/2018	Matthew Hunt	08/25/2018

Notes: Ms. Minnick will be the identified science content teacher for all 5th grade classes. She will teach five 50-minute science blocks daily. This rotation allows her to specialize in science content and create science intervention materials for 5th grade homeroom teachers to use during the schoolwide daily intervention block. She also has a 30 minute block that allows her to provide science intervention to targeted groups of students. By pairing Ms. Minnick's homeroom class with two of the accelerated teachers to receive ELA and math instruction, Ms. Best and Ms. Odgers (5th grade math teachers) are able to push into Ms. Levisky and Ms. Broome's (5th grade ELA teachers) Reading Workshop blocks to provide guided reading instruction to four 5th grade classes. DPS elementary schools that have seen the greatest increases in science proficiency have utilized a dedicated science specialist for core content instruction.

8/6/18 Add Intervention Block to the Daily Schedule

Complete 08/20/2018

Matthew Hunt

08/27/2018

Notes: Merrick-Moore will add 15 minutes to the instructional day. This daily 15 minute block will be used for academic intervention, support, and enrichment. This will add up to 2,700 extra minutes of instructional time or about 10 extra instructional days (2 weeks) during the 2018-2019 school year.

9/2/18 Utilize MTSS Rollover Guide

Complete 10/01/2018

Kate Hanlon

10/01/2018

Notes: Teachers in grades 1-3 will utilize the K-2 MTSS Rollover Guide to identify and support students who have been receiving Tier II and III interventions. Teachers will also include students who have not been placed on the MTSS pyramid but may need additional support.

9/29/18 Create Intervention Plan

Complete 10/06/2018

Matthew Hunt

10/01/2018

Notes: The administrative team will create Merrick-Moore's Intervention Plan which will focus on identifying different intervention models (e.g., schoolwide block, accelerated teachers, reading workshop) for the 2018-2019 school year. A comprehension spreadsheet will be created for each grade level with relevant data points to identify which intervention model students are receiving based on their area(s) of need.

1/10/17 Implement Data Discussions

Complete 12/01/2018

Matthew Hunt

12/01/2018

Notes: Grade level PLCs will meet on a weekly basis to discuss relevant data and differentiated instruction to make sure the instructional needs of all students are being met. Data discussions will allow teachers to bring individual student concerns to the group to solicit feedback and ideas about how to support student progress and growth.

9/29/18 Utilize Instructional Assistants for Targeted Intervention

Complete 01/01/2019

Alicia Stevenson

01/01/2019

Notes: All Kindergarten and First Grade teachers will create a clear schedule of for each instructional assistant that includes information about their expectations and responsibilities during the instructional day. Instructional Assistants will be responsible for delivering targeted and aligned intervention services to students based on their areas of need.

2/15/19	Hire Reading Intervention Support (3rd-5th)	Complete 03/01/2019	Matthew Hunt	03/01/2019
	<i>Notes:</i> Merrick-Moore's additional position will be allotted as a 3-5 reading interventionist. This teacher will provide additional support to upper grade teachers for 2s/3s through small group, coteaching, and team planning.			
9/29/19	Partner with Communities in Schools to Implement After School Tutoring Program	Complete 10/07/2019	Matthew Hunt	10/07/2019
	<i>Notes:</i> Merrick-Moore will partner with Communities in Schools to establish a long-term after school program. The program will run Monday-Friday from 3pm-5pm. The sessions will include homework time, tutoring, and instructional support.			
9/24/17	Begin Differentiated Lesson Planning		Paula Januzzi	06/01/2020
	<i>Notes:</i> Teachers and collaborative teams in all grades will work to create and implement differentiated lesson plans to meet the needs of all students in the classroom. Differentiated lesson plans will focus on identifying quick wins for differentiated (e.g., guided reading, math groups, iReady) as well as how to differentiated within the whole group setting.			
9/29/18	Create Differentiation Resources		Paula Januzzi	10/10/2020
	<i>Notes:</i> Ms. Januzzi will work with Collaborative Teams to create differentiation resources and kits for each grade level to support tiered instruction. Teachers can modify these resources for small group instruction to meet the needs of their students.			
9/29/19	Create Accelerated Teachers Support Schedule		Paula Januzzi	10/31/2020
	<i>Notes:</i> Ms. Januzzi will collaborate with the three accelerated teachers, classroom teachers, and support staff to create schedules for the accelerated teachers that look at push-in/pull-out support for bubble students. These master teachers will work closely with 3-5 CTs to support students reading instruction and development.			
9/29/19	Implement Weekly MTSS Meetings		Kathy Conner	12/01/2020
	<i>Notes:</i> The Student Support Services Team (counselor, psychologist, coaches, interventionists) will meet weekly to identify students in various phases of the MTSS process and discuss which students may need to be identified for support.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> • Tier 1:.Comprehensive PBIS program, grade level strategies (such as Roar Bucks), and Morning Meeting. Professional development is provided to staff to address the behavioral and emotional concerns of the student population as needed. o Counselor support is offered to students in grades K-5. Classroom lessons are provided to the students through the counselors and school social worker. The school has two counselors (K-2 and 3-5), school psychologist, and school social worker to provide emotional support to students. • Tier 2: The Student Support Team meets weekly to discuss emotional/behavioral needs of particular students. During the meeting, the team identifies strategies and interventions such as small groups, check-ins, individual behavior charts, and ways to support families in need. • Tier 3: Student support team reviews crisis information including SSA (student safety assessment), completes FBA/BIPs (Behavioral Intervention Plans), and makes referrals to co-located mental health services. Data is reviewed to check progress of students. Referrals can also be made to the EC team for serious behavior/emotional needs that do not improve with intervention. 	Limited Development 03/22/2016		

How it will look when fully met:	<p>Strategic Plan Alignment: 2A, 2B</p> <p>Focus Goals for the 2017-2018 School Year: 100% of MM classrooms will incorporate tiered Restorative Circles. Decrease ISS assignments by 25%. To reach their full educational potential, students must feel safe, supported, and emotionally, socially, and mentally healthy. Teachers will receive embedded training to support students social and emotional development as well as in creating a positive classroom environment. Each teacher will be expected to create a clear classroom management system that aligns with the school's PBIS program and provides opportunities to reinforce positive behaviors while redirecting negative behaviors in a healthy and appropriate way designed to decrease the negative behavior. Through the support of guidance counselor, teachers, and support staff, students will be encouraged to describe their emotions and identify appropriate and healthy methods to manage their feelings. All teachers will be aware of additional services both within and outside the school that can support students and their families. Guidance will be provided on how to connect with families (e.g., positive phone calls, conferences), match students with appropriate supplemental and wrap around services, and how to maintain effective communication with students, families, staff, and outside support services.</p>		Matthew Hunt	06/08/2020
Actions		19 of 20 (95%)		
1/10/17	Implement Morning Meeting	Complete 08/22/2016	Matthew Hunt	08/22/2016
	<p><i>Notes:</i> As part of the Responsive Classroom Model, teachers will be responsible for implementing the Morning Meeting model on a daily basis. This model may include a collaborative activity, positive affirmation, discussions of special events, and the daily schedule. Support staff (e.g., AIG, ESL) will be responsible for providing supporting activities.</p>			
1/10/17	Use the Ages & Stages Questionnaire: Social & Emotional	Complete 08/26/2016	Kate Hanlon	08/26/2016
	<p><i>Notes:</i> The Kindergarten team will review the ASQ:SE to identify students with specific needs and utilize the results to ensure classes are socially and emotionally balanced. Data from the ASQ:SE will be used as part of the initial Kindergarten Entry Assessment platform evidences.</p>			
1/10/17	Create Student Support Team	Complete 08/22/2016	Kathy Conner	08/31/2016

Notes: The Student Support Team will meet each Monday to discuss individual students at Merrick-Moore and how the team (which include administrators, counselors, the school psychologist, and the school social worker) can support these students academically, socially, emotionally, and behaviorally.

11/27/17	Fund a PBIS Position	Complete 08/03/2016	Matthew Hunt	09/01/2016
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Notes: The administrative team will assess funding and allotments to create a position to support the school's PBIS program, ISS, and student learning when students need a break from the regular education setting. The PBIS Coach will work with faculty and staff to support Merrick-Moore's PBIS and maintain it's status as a model PBIS school.

1/10/17	Identify Terrific Tigers	Complete 08/31/2016	Trasi Pollino	09/30/2016
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Notes: Teachers will identify Terrific Tigers who embody the Merrick-Moore character trait of the month (e.g., Responsibility, Honesty). Students will have their picture displayed along with a summary of how they demonstrate that trait. Terrific Tigers will celebrated on the morning announcements each day.

1/17/17	Make Positive Phone Calls	Complete 09/30/2016	Matthew Hunt	09/30/2016
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Notes: Teachers will be responsible for making a minimum of one positive phone call home each week. This will lead to a minimum of 3,200 positive phone calls over the course of the 2016-2017 school year.

1/10/17	Train Faculty on Educator's Handbook	Complete 08/31/2016	Trasi Pollino	09/30/2016
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Notes: Teachers will be trained on how to enter data into Educator's Handbook. Administrators will utilize this platform to track student behavior data, Red Zone referrals, and out of school suspensions. Teachers can use the Educator's Handbook to review classroom data as well as see consequences for students' behavior.

1/10/17	Create ROAR Bucks	Complete 09/23/2016	Samantha Kenney	09/30/2016
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Notes: Second grade teachers will create ROAR bucks as a positive behavior reinforcement system. ROAR bucks can be utilized by all school staff to identify, target, and celebrate positive behaviors for students. Students can trade in their ROAR bucks for small rewards at certain points throughout the year.

1/10/17	Begin Dinosaur School	Complete 11/30/2016	Kathy Conner	11/30/2016
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	<p><i>Notes:</i> Ms. Conner will identify students for participation in "Dino School." This program is designed to support K-2 students with behaviors that may interfere with their learning in the classroom. The program is implemented collaboratively with Communities in Schools (CIS) and is part of the Interactive Years Curriculum. Parent support and training will be offered as well.</p>			
1/10/17	Implement Check In/Check Out	Complete 01/13/2017	Trasi Pollino	01/31/2017
	<p><i>Notes:</i> Support staff will be matched with a student who has demonstrated a behavioral need. The assigned support person will review the HUGs program with their student, review the student's behavioral expectations, set reasonable daily goals with baseline data, review positive consequences and student choice, and set check-in and check-out times.</p>			
1/10/17	Create Tier II/III Behavior Plans	Complete 04/28/2017	Trasi Pollino	06/09/2017
	<p><i>Notes:</i> Teachers will create and implement Tier II/III behavior plans in alignment with the district and school MTSS plan. The results from FBAs may be used to create specific interventions on Tier II and Tier III plans.</p>			
1/10/17	Design PBIS Plan	Complete 05/25/2017	Phyllis Bailey	06/09/2017
	<p><i>Notes:</i> Merrick-Moore will established a comprehensive PBIS plan that supports the reinforcement of positive behaviors. Components of this plan include the Merrick-Moore clip chart, PBIS day, and Tiger Tickets. The program includes the acronym ROAR (Reading to Learn, On Task, Always Respectful, and Responsible). The school will say the Tiger Pledge each morning over the announcements and posters will be made around the school that explain school-wide expectations related to ROAR in all community areas.</p>			
1/10/17	Identify Strategies of the Week	Complete 01/30/2017	Matthew Hunt	06/09/2017
	<p><i>Notes:</i> Mr. Hunt will identify effective Strategies of the Week and share them with teachers on a weekly basis that can support students' emotional state and encourage student engagement and participation in classroom instruction. Follow-up will be provided throughout the year to reinforce strategies with the highest impact during faculty meetings, staff videos, early release days, and weekly communication.</p>			
1/10/17	Provide Student Support Groups	Complete 05/25/2017	Anissa Hicklen	06/09/2017
	<p><i>Notes:</i> Merrick-Moore's two school counselors and school psychologist will create student support groups and, in collaboration with teachers, identify students who will benefit from attending these group meetings.</p>			
1/10/17	Collaborate with Behavior Support Assistants	Complete 05/02/2017	Trasi Pollino	06/09/2017

	<i>Notes:</i> Administrators, teachers, and the School Support Team will collaborate to identify which students may benefit from having a BSA. BSAs will be assigned by the district and provide support the students, teachers, and administrators with students who have extreme behavioral needs.			
5/10/17	Attend COSEBOC Restorative Justice Training	Complete 06/19/2017	Alicia Stevenson	06/19/2017
	<i>Notes:</i> Merrick-Moore is one of five DPS schools that are included in a two-year COSEBOC grant. The schools will partner with each other to implement Restorative Justice practices (circles, peer mediation, etc.). Our team will present to other teams and participate in ongoing trainings.			
1/10/17	Use FBAs and BIPs	Complete 06/01/2018	Trasi Pollino	06/08/2018
	<i>Notes:</i> Administrators and teachers will complete Functional Behavior Assessments (FBAs) for students who demonstrate additional needs in the classroom and school. The results from the FBAs will be used to create Behavior Intervention Plans (BIPs) that are targeted to each student's areas of need.			
1/10/17	Plan De-escalation Training	Complete 02/22/2018	Trasi Pollino	06/08/2018
	<i>Notes:</i> Together with school staff who are training in the CPI, Ms. Pollino will present the de-escalation model to help teachers identify behaviors such as questions, refusal, release, etc., and what some appropriate teacher responses might be to prevent behavior escalation.			
1/10/17	Identify Wrap-Around Services	Complete 12/01/2018	Mr. Quinn	12/01/2018
	<i>Notes:</i> The school social worker, Mr. Quinn, will collaborate with community services (e.g., Turning Point) to support students and families at Merrick-Moore.			
1/21/18	Explore Social Skills Curriculum		Anissa Hicklen	05/01/2020
	<i>Notes:</i> Ms. Hicklen and Ms. Conner will identify potential social skills curricula that can be used to support the social and emotional development of students at Merrick-Moore.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Merrick-Moore does not currently have strong transitional practices in place.	No Development 09/05/2017		
How it will look when fully met:			Strategic Plan Alignment: 2A, 2B Focus Goals for the 2017-2018 School Year: EVERY teacher will MEET or EXCEED Academic Growth. Academic Achievement: achieve the highest EOG proficiency gain in DPS; K-3 students on grade level (as measured by TRC) will increase by 10%. SIT is determining how this will look when fully implemented.		Thomas Prica	06/08/2020
Actions				17 of 19 (89%)		
	9/7/17	Implement Popsicles on the Playground		Complete 08/19/2017	Alicia Stevenson	08/19/2017
		<i>Notes:</i> Incoming Kindergarten families will be invited to participate in a "Popsicles on the Playground" event. This event will allow families to meet Merrick-Moore staff, administrators, and teachers in a fun and engaging situation.				
	9/7/17	Schedule and Advertise Open House		Complete 08/24/2017	Matthew Hunt	08/24/2017
		<i>Notes:</i> Families at Merrick-Moore are invited to an Open House prior to the start of the school year. This event allows them to locate their classroom and meet their teacher. Teachers have the opportunity to provide information to parents and set up expectations for the upcoming school year.				
	9/7/17	Create Accelerated Classrooms		Complete 08/28/2017	Amylynn Seider	08/28/2017
		<i>Notes:</i> Accelerated classroom teachers will provide consistency in math or ELA instruction to students across two years (2/3 and 4/5).				
	9/7/17	Organize Staggered Entry		Complete 08/31/2017	Alicia Stevenson	08/31/2017
		<i>Notes:</i> Kindergarten students will be start Merrick-Moore on a staggered schedule. Staggered entry allow teachers and students to get to know each other in a small group setting.				
	3/9/18	Utilize DPS Curriculum Guides		Complete 10/01/2017	Paula Januzzi	10/01/2017

	<i>Notes:</i> Teachers and collaborative teams will utilize the DPS Curriculum Guides to ensure vertical alignment with content, standards, lessons, and vocabulary. All teachers will be provided with the curriculum guides at the start of the school year. Coaches will help teachers utilize the guides during weekly collaborative team meetings.			
9/7/17	Revise Reading Workshop Format	Complete 09/19/2017	Samantha Kenney	10/02/2017
	<i>Notes:</i> Merrick-Moore will create a follow a standard Reading Workshop format and lesson plan. This will provide consistency and support for students across grades in ELA.			
1/21/18	Advertise DPS Magnet Fair	Complete 02/01/2018	Dr. Dietrich Danner	03/01/2018
	<i>Notes:</i> Durham Public Schools will offer and advertise the annual magnet fair. This fair offers rising sixth grade families the opportunity to learn more about middle school/secondary programs in Durham Public Schools that may align with students' interests/needs.			
3/11/18	Organize Hollow Rock After School Program	Complete 03/26/2018	Matthew Hunt	04/09/2018
	<i>Notes:</i> A group of about 25 4th/5th graders will participate in a month long program with Hollow Rock. Fourth graders will be leaders during the summer program, open house, etc., and act as Merrick-Moore student ambassadors.			
9/7/17	Design Summer Camps	Complete 05/14/2018	Samantha Kenney	05/31/2018
	<i>Notes:</i> Merrick-Moore will actively recruit and encourage families to attend DPS summer camp opportunities (e.g., RtA camp) to extend learning throughout the school year.			
9/24/17	Implement School Improvement Grant Extended Year Programs	Complete 05/28/2018	Trasi Pollino	05/31/2018
	<i>Notes:</i> Merrick-Moore's School Improvement Grant funds provide for extended year (summer) programs for all students at Merrick-Moore. These programs will enhance the programs already at place at the district level (e.g., RtA camps).			
8/6/18	Organize Summer Academic Camp for Rising 1st-5th Grade Students	Complete 07/09/2018	Paula Januzzi	07/09/2018
	<i>Notes:</i> Merrick-Moore's content coaches will plan and implement a three week long academic summer camp for students. Rising 1st through 5th grade students will be invited to attend the camp. Camp includes parent education and engagement sessions, academic requirements and assessment for ELA and math, field trips, life experiences, and electives.			
8/6/18	Revise Staggered Entry Procedures	Complete 08/06/2018	Kate Hanlon	08/27/2018

	<p><i>Notes:</i> Ms. Stevenson and Ms. Hanlon will work together to revise the Kindergarten staggered entry procedures to more effectively and efficiently assess incoming Kindergarten students using the DPS Kindergarten Initial Assessment. Classes will be created based on the incoming students' data and families will have the opportunity to meet their child's teacher during the Kindergarten Popsicles on the Playground event.</p>			
3/9/18	Utilize the DPS Early Childhood Survey	Complete 09/01/2018	Kate Hanlon	09/01/2018
	<p><i>Notes:</i> Utilize the DPS Early Childhood Survey to study children's prior educational experiences and settings from birth through Kindergarten. Data will be collected on a spreadsheet and used to make sure classes are balanced.</p>			
9/2/18	Organize Popsicles on the Playground Event	Complete 09/01/2018	Alicia Stevenson	09/01/2018
	<p><i>Notes:</i> Incoming Kindergarten families will be invited to the annual "Popsicles on the Playground" event. Families will have the opportunity to meet the Kindergarten team, administrators, support staff, and fellow Kindergarten families. Materials and resources will be provided to attending families to support their transition into Kindergarten.</p>			
9/24/17	Design MTSS "Rollover" Plan	Complete 06/01/2018	Kate Hanlon	09/01/2018
	<p><i>Notes:</i> A plan will be developed that ensures students within the MTSS process (Tier II, III, EC referred) will have their information and placement in the process quickly communicated to the next teacher at the start of the year. This will ensure that interventions are in place quickly for the student that establish consistency between one grade and the next.</p>			
3/9/18	Utilize the Kindergarten Initial Assessment	Complete 09/03/2018	Kate Hanlon	09/15/2018
	<p><i>Notes:</i> The Kindergarten team will administer the Kindergarten Initial Assessment (KIA) during the staggered entry period. Teachers will utilize the findings of the KIA to balance classes and design instruction to meet students' needs at the start of Kindergarten and throughout the year.</p>			
9/7/17	Plan Middle School Night	Complete 01/14/2020	Matthew Hunt	03/01/2020
	<p><i>Notes:</i> Families will have the opportunity to learn about middle school option in Durham Public Schools. This includes traditional options, year round options, and magnet schools. Parents can also receive help in applying for magnet and year round programs.</p>			
9/24/17	Align Vertical Communication		Matthew Hunt	11/01/2020

Notes: Time will be provided for neighboring grade level (e.g., 1/2) to communicate at the start and end of the year to share best practices, areas of strength and needs, transitional practices, individual student needs, MTSS information, etc., to ensure a successful and smooth transition between grade levels.

9/7/17 Identify Community-Wide Transition to Kindergarten Events

Kate Hanlon

01/01/2021

Notes: Merrick-Moore families will participate in community-wide transition events (e.g., Countdown to Kindergarten, Kindergarten Welcome Sessions).

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, Merrick-Moore's School Improvement Team meets twice a month. The full School Improvement Team meets every third Wednesday to review the school's progress towards meeting it's goals, review Indistar, and identify completed/future actions that are necessary to ensure each indicator is moving towards full implementation. A smaller subset of the School Improvement Team (the Leadership Team) meets on the fourth Wednesday of the month to follow-up on timely information from the previous School Improvement Team meeting as well as to discuss the implementation of effective practices.	Limited Development 03/22/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			Strategic Plan Alignment: 1A, 1B, 3A, 3B, 3C The school's Leadership Team will create a schedule at the start of each calendar year that ensures school leadership have at least two formal meetings each month to discuss school data, progress, instructional initiatives, and effective practices. Evidence of implementation will include a meeting schedule as well as meeting agendas/minutes entered in Indistar.	Objective Met 09/25/19	Matthew Hunt	06/01/2020
<i>Actions</i>						
	12/5/17	Create 2016-2017 SIT/Leadership Team Meeting Schedule		Complete 08/01/2016	Matthew Hunt	09/01/2016
		<i>Notes:</i> The administrative team will create and share a schedule of School Improvement Team and Leadership Team meetings at the start of the school year. The meetings will be published each week in the weekly news email as well as on the Indistar platform.				
	12/5/17	Create 2017-2018 SIT/Leadership Team Meeting Schedule		Complete 08/01/2017	Matthew Hunt	08/01/2017

	<i>Notes:</i> The administrative team will create and share a schedule of School Improvement Team and Leadership Team meetings at the start of the school year. The meetings will be published each week in the weekly news email as well as on the Indistar platform.			
1/21/18	Implement Weekly Collaborative Team Meetings	Complete 08/28/2017	Matthew Hunt	09/01/2017
	<i>Notes:</i> Collaborative Teams will meet a minimum of one time a week to plan lessons, create common assessments, identify aligned learning targets, discuss data, and monitor progress towards SMART goals.			
3/9/18	Create Collaborative Team SMART Goals	Complete 10/01/2017	Matthew Hunt	10/01/2017
	<i>Notes:</i> Collaborative Teams will create SMART goals related to their student data and aligned to six school goals (e.g., EOG proficiency, EVAAS growth, mCLASS TRC levels, parent-teacher conferences).			
3/9/18	Implement Updated Mission and Vision	Complete 01/19/2018	Samantha Kenney	01/26/2018
	<i>Notes:</i> Each classroom will receive a copy of the updated mission, vision, and values statement to post in their classroom. The statements will be printed on the poster maker and hung around the school.			
2/11/18	Share the results from the first PSQR visit (December 2017)	Complete 01/17/2018	Matthew Hunt	02/07/2018
	<i>Notes:</i> Mr. Hunt will share the results from the first PSQR visit with the faculty and staff. The results will also be shared with the SIT. The SIT team and school will use the feedback to drive the school's work during the second semester.			
12/5/17	Create 2018-2019 SIT/Leadership Team Meeting Schedule	Complete 08/18/2018	Matthew Hunt	09/01/2018
	<i>Notes:</i> The administrative team will create and share a schedule of School Improvement Team and Leadership Team meetings at the start of the school year. The meetings will be published each week in the weekly news email as well as on the Indistar platform.			
8/18/18	Share the results of the third PSQR	Complete 01/16/2019	Matthew Hunt	01/21/2019
	<i>Notes:</i> Mr. Hunt will share the results from the third PSQR visit with the faculty and staff. The results will also be shared with the SIT. The SIT team and school will use the feedback to drive the school's work during the second semester			
2/13/19	Create 2019-2020 SIT & Leadership Team Meeting Schedule	Complete 08/01/2019	Matthew Hunt	10/01/2019
	<i>Notes:</i> The administrative team will create and share a schedule of School Improvement Team and Leadership Team meetings at the start of the school year. The meetings will be published each week in the weekly news email as well as on the Indistar platform.			
Implementation:		09/25/2019		

<i>Evidence</i>	<p>9/25/2019</p> <p>Documentation in Indistar shows our twice monthly meetings with complete agendas and meeting minutes. Meeting minutes will continue to be included with agendas for each bi-monthly meeting.</p>			
<i>Experience</i>	<p>9/25/2019</p> <p>Our team has created and put in place a clear plan that ensures leadership teams are meeting a minimum of twice a month to review data, discuss school concerns and opportunities, and to work on the School Improvement Plan.</p>			
<i>Sustainability</i>	<p>9/25/2019</p> <p>Teams will continue to meet bi-monthly to address areas of need and school improvement efforts. Each year a comprehensive calendar will be created that includes complete faculty and staff meetings, leadership team meetings, collaborative team meetings, and school improvement team meetings.</p>			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The master schedule includes duty-free lunch and planning time (during specials) for K-5 teachers. Grade level teams meet weekly with the Instructional Facilitator to discuss unit/lesson plans, analyze data, and research best practices and resources. In addition, collaborative teams meeting weekly to plan ELA, Math, Science, and Social Studies lessons. Work week, teacher work days, and faculty meetings will also feature instructional planning time. Non-teaching duties (morning, afternoon, and cafeteria responsibilities) are scheduled for supervision purposes. Please see documents for evidence of the 2016-2017 Master Schedule which includes protected instructional planning time/PLC time and the 2016-2017 duty roster to support effective structure within the school building. The 2017-2018 schedule and duty roster have been added as well.	Limited Development 03/22/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Strategic Plan Alignment: 1A, 1B, 3A The administrative team will work with Collaborative Teams to establish team structure expectations as well as the specific duties within each team. Please see notes above for the current levels of implementation (e.g., protected time for instructional planning).	Objective Met 09/25/19	Danielle Boyd	12/01/2019
Actions						
	12/5/17	Create Effective 2016-2017 Master Schedule		Complete 08/01/2017	Matthew Hunt	08/01/2016
Notes: The administrative team will work collaboratively with school leaders to create an effective master schedule that provides effective instructional block scheduling as well as protected planning time. The schedule will align with district and state requirements (e.g., duty free lunch).						
	12/5/17	Create Effective 2017-2018 Master Schedule		Complete 08/01/2017	Matthew Hunt	08/01/2017

	Notes: The administrative team will work collaboratively with school leaders to create an effective master schedule that provides effective instructional block scheduling as well as protected planning time. The schedule will align with district and state requirements (e.g., duty free lunch).			
12/5/17	Implement Collaborative Team Responsibilities	Complete 08/01/2017	Danielle Boyd	08/01/2017
	Notes: The administrative team will create and share Merrick-Moore's expectations for Collaborative Team time.			
3/9/18	Elect School Improvement Team Members	Complete 08/01/2017	Donna Uhlich	08/01/2017
	Notes: School Improvement Team members will be elected by collaborative teams for a two year cycle.			
3/9/18	Identify Members of the Leadership Team	Complete 08/01/2017	Matthew Hunt	08/01/2017
	Notes: The administrative and grade level teams will identify members of the school's Leadership Team.			
3/9/18	Create Faculty Share Drive for CT Documents	Complete 08/01/2017	Thomas Prica	08/01/2017
	Notes: A faculty share drive will be created that allows all Merrick-Moore staff members a central location to save collaborative team agendas, minutes, and documents.			
3/11/18	Solicit Faculty and Staff Input for 2018-2019 Master Schedule	Complete 02/25/2018	Matthew Hunt	03/04/2018
	Notes: Each grade level team will be asked to provide two "ideal" daily schedules for the 2018-2019 school year that meet DPS' instructional minute expectations. In addition, teachers will identify if they are willing to have recess/lunch, lunch/specials, or specials/recess back to back to minimize student transitions during academic times. Finally, teachers will work to identify the times/amount of student pull outs and if they are willing to lead an ESL, EC, or AIG cluster.			
3/19/18	Create Effective 2018-2019 Master Schedule	Complete 07/01/2018	Matthew Hunt	07/01/2018
	Notes: The administrative team will work collaboratively with school leaders to create an effective master schedule that provides effective instructional block scheduling as well as protected planning time. The schedule will align with district and state requirements (e.g., duty free lunch).			
12/5/17	Identify Collaborative Team Roles & Duties	Complete 09/01/2019	Alicia Stevenson	11/01/2019
	Notes: The Leadership Team will identify the specific roles and responsibilities of CT members.			
Implementation:		09/25/2019		
Evidence	9/25/2019 A copy of the master schedule and team expectations is included in the Indistar evidence documentation.			

<i>Experience</i>	<p>9/25/2019</p> <p>For the past three years, the administrative team has worked to create an effective and aligned master schedule that meets district requirements for content areas while providing teachers sufficient "non-instructional" time for lunch and planning. Teams of teachers and support staff have had the opportunity to provide feedback regarding timing of content blocks, specials times, lunch times, recess times, etc. The administrative team has worked closely with 5th grade to accommodate the departmentalized schedule and with support staff to ensure students are receiving key services (e.g., EC, ESL, AIG). This year, the teacher leadership role of "Instructional Lead" was created in addition to the "Grade Chair" role. This provides two clear roles and the opportunity to divide team responsibilities across all CT members.</p>			
<i>Sustainability</i>	<p>9/25/2019</p> <p>Administrators and coaches will continue to work together to faculty and staff to design an effective master schedule with time for instructional planning and specific duties.</p>			

		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Merrick-Moore has a new administrative team (principal, two assistant principals) for the 2016-2017 school year. Tasks will be created to move this indicator to full implementation.	Limited Development 09/19/2016		
		How it will look when fully met:	<p>Strategic Plan Alignment: 3A</p> <p>Focus Goals for the 2017-2018 School Year: EVERY teacher will MEET or EXCEED Academic Growth. Academic Achievement: achieve the highest EOG proficiency gain in DPS; K-3 students on grade level (as measured by TRC) will increase by 10%. High-performing schools often share leadership responsibility and capacity. Merrick-Moore will utilize the PLC structure to create teams at each grade level who will work together to improve student learning through collaborative planning, common assessments, kid talk, and team collaboration. Within the school, teachers have numerous opportunities to participate in leadership roles such as through the Leadership Team, school-based committees, the School Improvement Team, L2N district meetings, leading professional development, sharing effective resources, and participating in local and regional professional development opportunities. The principal will help teachers identify potential opportunities for growth and development through PLC meetings, individual conferences, walkthrough and formal evaluations, review of PGPs, and class/school data discussions.</p>		Matthew Hunt	06/01/2020
Actions				17 of 18 (94%)		
	1/11/17	Share Weekly Staff Communication		Complete 08/31/2016	Matthew Hunt	08/31/2016
		<i>Notes:</i> Mr. Hunt and the administrative staff will send out weekly communication to the staff. This email includes academic strategies of the week, progress monitoring data, important data, links to education sites, instructional videos/links, and the four school goals.				
	1/11/17	Identify Merrick-Moore Leadership Team		Complete 09/01/2016	Matthew Hunt	09/01/2016
		<i>Notes:</i> Each grade level and support staff team will identify a team member for Merrick-Moore's Leadership Team. The Leadership Team will meet on a monthly basis to discuss key issues related to Merrick-Moore and the school community. The team will be involved in key decisions related to budget, staffing, curriculum, and student support.				
	1/11/17	Collaborate with School Improvement Team		Complete 09/01/2016	Donna Uhlich	09/01/2016

	<p><i>Notes:</i> Key members of the school community will be elected to the School Improvement Team to design and implement the School Improvement Plan (SIP). Members will be elected to a two year term. During SIP meetings, the team will review the SIP and discuss the school's progress towards stated goals. The SIP will be adjusted and updated as necessary based on current school and student data.</p>			
1/11/17	Attend L2N Network Meetings	Complete 09/22/2016	Matthew Hunt	09/30/2016
	<p><i>Notes:</i> Mr. Hunt, Ms. Kenney, Ms. Taylor, and Ms. Walton will attend monthly DPS L2N Network meetings. These sessions will focus on various topics (e.g., anchor charts) and allow the team to visit various school locations and participate in professional development sessions that can be modified and adapted to meeting individual school needs. The L2N Network Team has been updated for the 2017-2018 school year. The new members will be Ms. Irby, Ms. Fugon, Ms. LeGarrec, Ms. Levisky, Ms. Hunt, and Ms. Hanlon. Information from the sessions will be brought back and shared with the school leadership team and PLCs.</p>			
1/11/17	Create School-Based Committees	Complete 10/31/2016	Matthew Hunt	10/31/2016
	<p><i>Notes:</i> Mr. Hunt and school personnel will identify key school committees that will responsible for implementing school policies, parent nights, information sessions, etc. Key committees include PBIS, Title I, reading, media and technology, and Fun-Shine. Staff will be selected for leadership positions in each committee.</p>			
11/4/17	Attend District Wrap-Around Meetings	Complete 11/01/2017	Dr. Dietrich Danner	11/01/2016
	<p><i>Notes:</i> Merrick-Moore will participate in DPS Wrap-Around meetings that identify how district supports can positively impact Merrick-Moore.</p>			
1/11/17	Analyze Teacher Working Conditions Survey	Complete 12/22/2016	Matthew Hunt	12/31/2016
	<p><i>Notes:</i> The administrative team, leadership team, and School Improvement Team will utilize the results from the state Teacher Working Conditions Survey and the district alternate year survey to monitor staff feedback, working conditions, professional development needs, etc. Results from the survey will be used to identify areas of strength, need, and modify school documents (e.g., SIP).</p>			
1/11/17	Redefine Instructional Facilitator	Complete 12/22/2016	Samantha Kenney	06/09/2017
	<p><i>Notes:</i> Ms. Kenney will take on the role of the Instructional Facilitator. She will act as an instructional leader in the building by providing academic strategies, professional development, guidance through weekly PLC meetings, whole school sessions during faculty meetings and early release days, and data analysis.</p>			
1/11/17	Design and Present Administrative Led Professional Development	Complete 05/03/2017	Alicia Stevenson	06/09/2017

	Notes: Mr. Hunt, Ms. Stevenson, and Ms. Boyd will collaborate together as the instructional leaders of Merrick-Moore to identify, design, and present professional development sessions to Merrick-Moore's staff. Examples of sessions that will be presented include backwards mapping, common assessments, and restorative justice.			
1/11/17	Plan Job Embedded Professional Development	Complete 05/04/2017	Samantha Kenney	06/09/2017
	Notes: Ms. Kenney will identify job embedded professional development opportunities for Merrick-Moore staff. This may include her co-teaching/modeling lessons, participating in walkthroughs and providing targeted feedback and thought provoking questions, or identifying topics for future weekly PLC meetings.			
9/24/17	Implement Restorative Justice	Complete 08/28/2017	Alicia Stevenson	08/28/2017
	Notes: Ms. Stevenson and Ms. Boyd will provide ongoing training on Restorative Justice during the 2017-2018 school year. Sessions will begin in August of 2017 and continue monthly. Topics will include community circles and peer mediation. The staff will participate in a book study around the Restorative Justice text that includes identify personal responses to specific situations.			
9/2/18	Plan and Present Teacher Institute	Complete 08/15/2018	Matthew Hunt	08/15/2018
	Notes: The administrative team will plan and present a three day summer Teacher Institute. The professional development sessions will focus on Teach Like a Champion strategies, Setting Limits best practices, Restorative Justice, and classroom library best practices.			
1/11/17	Identify Professional Staff Resources	Complete 12/21/2018	Danielle Boyd	12/31/2018
	Notes: Merrick-Moore staff and the administrative team will identify professional resources that teachers can use to support instruction. This includes professional texts (e.g., Teach Like a Champion), software resources, curriculum resources, etc. Professional texts already purchased and in the teachers' library (e.g., Literacy Collaborative Materials, Learning Focused) will be assessed for alignment to current school foci.			
3/11/18	Identify Student Members of the Principals' Advisory Council	Complete 02/28/2019	Matthew Hunt	06/01/2019
	Notes: Mr. Hunt will identify upper grade students to participate in the Principals' Advisory Council. The council will meet on a regular basis to provide Mr. Hunt with specific information, from students' point of view, that can be used to improve Merrick-Moore.			
9/29/19	Identify Instructional Leads	Complete 09/01/2019	Danielle Boyd	09/01/2019

Notes: The administrative team will identify an instructional lead for each grade level team. This master teacher will lead weekly collaborative team meetings and facilitate the lesson planning process. They may model lessons for peers, provide coaching and support, and will be members of the school's leadership team to create and implement school improvement strategies.

9/29/19	Create Walkthrough Schedule	Complete 10/01/2019	Kyle Lamb	10/15/2019
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Notes: Ms. Lamb will create a walkthrough schedule for the administrative and coaching teams that ensure all certified staff is receiving regular walkthroughs with targeted feedback. The results of these walkthroughs will guide professional development practices, conferencing, observations, and the School Improvement Plan strategies.

1/11/17	Plan Merrick-Moore Learning Walks	Complete 11/01/2019	Kyle Lamb	12/30/2019
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Notes: Mr. Hunt and the administrative team will work to identify opportunities for teams to participate in horizontal and vertical learning walks. Examples of these walks may include "walking the walls" or looking for vertical standards strands in peer classrooms.

1/11/17	Expand Professional Development Opportunities		Paula Januzzi	06/13/2020
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Notes: Ms. Januzzi, Mr. Hunt and Ms. Kenney will work with and encourage PLCs to identify local, regional, and state professional development opportunities that align with areas of growth and areas of need (e.g., Teach Like a Champion, COSEBOC).

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Our administrative team believes that teacher effectiveness is the single greatest driver of student achievement. We have developed comprehensive support and monitoring systems to assist teachers and their instruction. The systems include:</p> <ul style="list-style-type: none"> • Collaborative teams meet weekly with input from the administrative team, 4 coaches, 2 accelerated teachers; • The coaches meet weekly with each grade level team during planning periods; • Walk-throughs are conducted regularly and immediate feedback is provided; • A district mentor works with Beginning Teachers based on district schedules and teacher needs; • Beginning teachers are assigned mentor teachers and meet regularly; • Professional development (determined by staff needs/interests) is provided during work days, faculty meetings, etc.; and • The administrative team completes the mandated evaluation cycle. <p>These efforts will be reassessed at the start of the 2017-2018 school year with feedback from teachers and staff. Updates and modifications to the implementation of this indicator will be detailed at the start of the 2017-2018 school year. This reassessment and modifications will ensure teachers are receiving timely, clear, and constructive feedback that improves classroom instruction and student learning.</p>	<p>Limited Development 03/22/2016</p>		
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<p>How it will look when fully met:</p>	<p>Strategic Plan Alignment: 1A, 1B</p> <p>Merrick-Moore administration and coaches will monitor and support classroom instruction. The four content area coaches will meet weekly with CTs during PLC time and during the instructional day. Coaches will support effective lesson planning and instructional implementation. Support will be provided to BTs through a district and school-based mentor. Administrators and peer evaluators will follow the district's evaluation schedule and provide ongoing feedback to teachers through formal and informal measures. The principal will highlight classroom teachers for their effective efforts and implementation of "strategies of the week" through full staff emails. Professional development will be offered at the team, school, and district level in multiple areas including content, classroom management, community building, and parent/family relationships.</p>		<p>Matthew Hunt</p>	<p>06/08/2020</p>
<p>Actions</p>		<p>12 of 13 (92%)</p>		
<p>12/5/17</p>	<p>Assign Mentors to All Beginning Teachers</p>	<p>Complete 08/01/2017</p>	<p>Paula Januzzi</p>	<p>08/01/2017</p>
	<p><i>Notes:</i> All BTs (year 1, 2, 3) will be assigned a school-based mentor in addition to the full-release mentor provided by the district. First year teachers will meet weekly with their mentor, second year teachers will meet two times a month with their mentor, and third year teachers will meet monthly with their teacher. BTs will also be expected to attend monthly meetings at the district level led by the full-release mentors.</p>			
<p>2/15/18</p>	<p>Design Effective Walkthrough Form</p>	<p>Complete 12/01/2017</p>	<p>Matthew Hunt</p>	<p>12/01/2017</p>
	<p><i>Notes:</i> The administrative team will work to create a walkthrough form that aligns to instructional priorities as well as provides a mechanism for two way conversation about instructional practices and observations in the classroom. The walkthrough form will be utilized during the weekly walkthrough schedule.</p>			
<p>12/5/17</p>	<p>Highlight Staff Successes in Weekly News</p>	<p>Complete 12/01/2017</p>	<p>Matthew Hunt</p>	<p>02/01/2018</p>
	<p><i>Notes:</i> Mr. Hunt will identify teachers who have internalized highlighted strategies of the week into their instructional practices. Pictures and a description of their work will be included in the weekly news to help other faculty and staff understand how to implement these research-based strategies into their own instructional practices.</p>			
<p>12/5/17</p>	<p>Attend Weekly CT Meetings</p>	<p>Complete 10/02/2017</p>	<p>Paula Januzzi</p>	<p>02/01/2018</p>

	Notes: Members of the administrative and coaching teams will attend weekly CT meetings to provide instructional support around common assessments, standards unpacking, backwards mapping, lesson planning, data disaggregation, etc.			
1/21/18	Implement Weekly Walkthrough Schedule	Complete 02/13/2018	Matthew Hunt	03/01/2018
	Notes: The administrative and coaching teams will create and implement an ongoing classroom walkthrough schedule that provides aligned feedback to teachers.			
12/5/17	Follow DPS Formal Teacher Observation Schedule	Complete 05/21/2018	Alicia Stevenson	06/01/2018
	Notes: Administrators and peer observers will utilize the NCEES to complete a minimum of four formal observations on beginning teachers (BTs) and two formal observations on career teachers. The results from the formal observations will be aggregated to find standards and elements that are areas of strength and weakness for the staff at Merrick-Moore.			
2/15/19	Collect Lesson Plans in the Merrick-Moore Lesson Plan Format	Complete 10/21/2018	Paula Januzzi	10/21/2018
	Notes: The administrative team and coaches will collect lesson plans periodically from K-5 teachers to assess the creation of Learning Targets, higher order thinking questions, dual planning, exit tickets, and lesson reflections. Feedback from the lessons will be provided and the information will be used to identify professional development opportunities.			
2/15/19	Monitor Daily Intervention Block	Complete 11/01/2018	Danielle Boyd	11/01/2018
	Notes: Starting in the 2018-2019 school year, we have added 15 minutes to the start of the school day. This 15 minute intervention block occurs daily from 7:30-7:45. This common time allows every grade level a protected time to work with individual students and targeted small groups. Support staff has been strategically assigned to specific morning duty responsibilities to allow classroom teachers to focus solely on student instruction. Students who do not require specific intervention services complete standards-aligned morning work and enrichment activities.			
2/15/19	Create Academic Coaches' (literacy, math, science) Walkthrough Schedule	Complete 12/01/2018	Alicia Stevenson	12/01/2018
	Notes: The administrative team will meet with the academic coaches and identify a set walkthrough schedule to provide support to teachers in grades Kindergarten through 5th. Data from the walkthroughs will be compiled to determine action plan support, professional development needs, and CT support.			
2/19/19	Solicit Staff Feedback for Merrick-Moore Workshop Series	Complete 03/01/2019	Matthew Hunt	03/01/2019

Notes: Faculty & staff will have the opportunity to provide feedback regarding mini-professional development sessions on relevant topics (e.g., Setting Limits, Every Minute Matters, Annotating Texts, Aligning Exit Tickets, EOG Problems of the Day).

9/29/19 Design 2019-2020 Observation Schedule

Complete 09/01/2019

Matthew Hunt

09/01/2019

Notes: The administrative team will create the 2019-2020 observation spreadsheet which lists all certified staff, thier observation cycle, and assigns administration/coaches/peer observations to provide timely and consistnet feedback. The spreadsheet will be updated as necessary to reflect which observations are complete and locked.

9/29/19 Create Walkthrough Schedule

Complete 09/03/2019

Kyle Lamb

10/15/2019

Notes: Mr. Lamb will create a walkthrough schedule for the administrative and coaching teams that ensure all certified staff is receiving regular walkthroughs with timely, targeted feedback to improve instructional practices. The results of these walkthroughs will guide the professional development plan, school improvement practices, observations, and staff feedback.

12/5/17 Create a Professional Development Plan to Meet Identified School Needs

Matthew Hunt

05/01/2020

Notes: The administrative team and coaches will work collaboratively to create a professional development plan that matches our student and staff needs. Professional Development will be included in faculty meetings, early release days, and at the district and regional levels.

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2016-17 LEA: Durham Public Schools is a data-driven school district. The LEA facilitates network data-driven meetings with groups of schools in a specific area. Network meetings are led by an Area Superintendent assigned to the network team. The principal at the host school reviews school-specific data and receives feedback from the team on instructional practices. The LEA monitors school data to support the school in making informed instructional decisions. School: Merrick-Moore uses a range of data sets to drive school-wide goal setting, strategic scheduling, collaborative team focus areas, resource purchases, professional development, and more. The data sets include EOG proficiency rates, EVAAS growth indices, mClass, iReady, CDAs, Case 21 assessments, the Teacher Working Conditions Survey, internal staff surveys, parent surveys, and more. In addition, walk-through and observation data are used to identify instructional plans.	Limited Development 04/20/2016		
<i>How it will look when fully met:</i>			Strategic Plan Alignment: 1A, 1B The disaggregation, analysis, and understanding of data is essential when using data to drive instructional decisions. There is a wealth of formative and summative data as well as informal and formal data for individual students, classrooms, grade levels, and the school. The findings from this data are used to make decisions regarding professional development, teacher placement, student progress, extended learning opportunities, intervention services, MTSS placement, etc. Key strategies for school improvement, school goals, teacher goals, and student goals are grounded in foundational data. Data findings also support budgetary decisions as well as how local, state, and federal monies are used to drive student performance and achievement.		Matthew Hunt	06/08/2020
Actions				34 of 36 (94%)		
	1/12/17	Assess Using mCLASS Progress Monitoring		Complete 10/07/2016	Kate Hanlon	10/07/2016

Notes: Students will utilize an mCLASS progress monitoring calendar and roster to ensure students are being progress monitored on a regular basis in alignment with state law and district expectations. The data from progress monitoring should be used to support instruction and interventions (e.g., TRC level may be used to flexibly group students for guided reading instruction).

11/27/17	Attend mCLASS Reading 3D Sessions	Complete 10/01/2016	Kate Hanlon	10/10/2016
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Notes: Second and third grade teachers will attend mCLASS Reading 3D training sessions led by Sharon Hopper and Crystal Jefferson. The sessions will focus on how to analyze mCLASS data, progress monitoring fidelity, and next steps. Sessions will be held in the fall to analyze mCLASS BOY data and in the spring to analyze mCLASS MOY data.

1/12/17	Assess Using iREADY Growth Monitoring	Complete 10/31/2016	Matthew Hunt	10/31/2016
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Notes: Teachers will utilize the growth monitoring function of iREADY to better understand students specific areas of need in ELA (e.g., phonics, phonemic awareness, comprehension) and math (e.g., geometry, algebra). Individual interventions and whole class instruction can be adjust to meet these needs as identify by the program.

1/12/17	Collect Data from Educator's Handbook	Complete 10/31/2016	Trasi Pollino	10/31/2016
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Notes: Data from the Educator's Handbook including student referrals, suspensions, and teacher data will be collected and analyzed monthly. This data will allow administrators to provide targeted to support to specific students, families, and teachers.

1/12/17	Analyze Teacher Working Conditions Survey	Complete 02/24/2017	Matthew Hunt	02/28/2017
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Notes: The administrative team will review the bi-annual TWCS and the DPS alternative year TWCS to identify teachers' selected areas of need for differentiated professional development. Professional development will take place at the school level (weekly PLCs, afterschool trainings, workdays, faculty meetings, early release days), district level, and regional level based on need.

1/12/17	Complete Formal Teacher Evaluations and Observations	Complete 05/25/2017	Alicia Stevenson	06/09/2017
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Notes: The administrative team will aggregate formal observation data together to identify standards and elements that are strengths and weaknesses for the staff. Professional development and staff feedback will be aligned to strengthen areas of need.

1/12/17	Implement Oasis Tutoring Program	Complete 03/06/2017	Matthew Hunt	06/09/2017
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	<p><i>Notes:</i> Data for students in grades 2-5 will be compiled and compared to identify the valued-added of afterschool, extended learning programs. Relevant data sources (e.g., mCLASS, iREADY, WIDA, Case21, EOGs) will be studied to look for trends and overall outcomes. This data will be used to determine if additional funds should be used for extended day/year academic programs.</p>			
1/12/17	Implement Tier II & Tier III Interventions	Complete 03/31/2017	Kathy Conner	06/09/2017
	<p><i>Notes:</i> Teachers, along with the MTSS Coordinator, will identify students who may need additional support by creating a Tier II and/or Tier III plan. When completing the plan, teachers will identify baseline data and targeted interventions. As the interventions are completed, teachers will progress monitor student achievement. At the end of the plan period, teachers will decide whether students should exit, continue, or increase interventions.</p>			
1/12/17	Disaggregate and Discuss Data	Complete 04/21/2017	Matthew Hunt	06/09/2017
	<p><i>Notes:</i> The administrative team and grade level PLCs will work to disaggregate, understand, and use key data points (e.g., mCLASS, iREADY, Case21, CDAs, WIDA, EOGs) to make decisions about school improvement (e.g., SIP, Indistar, teacher placement) and professional development needs (e.g., individual/differentiated trainings, content for trainings, weekly PLCs).</p>			
11/27/17	Participate in School-Based and District-Led Professional Development for Support Staff	Complete 08/19/2016	Marion Dixon	08/21/2017
	<p><i>Notes:</i> Support staff (e.g., AIG, ESL, EC) will attend professional development sessions led by department leaders (e.g., Kristen Bell, Sashi Rayasam) to learn about and apply effective practices to support students with identified areas of need. If applicable, staff will share new learning and practices with faculty and staff at Merrick-Moore. Opportunities and documentation are found in True North Logic.</p>			
2/15/18	Create Team SMART Goals	Complete 10/01/2017	Matthew Hunt	10/01/2017
	<p><i>Notes:</i> Collaborative Teams will create SMART goals based on beginning of year data (e.g., iReady, mCLASS, EOG, BOG). Team goals will be updated throughout the year as data is collected from numerous sources (e.g., iReady, mCLASS, EOG, Case21).</p>			
9/24/17	Focus School Improvement Team Data Discussions	Complete 10/18/2017	Donna Uhlich	10/25/2017
	<p><i>Notes:</i> The School Improvement Team will ensure that data discussions are included as part of each monthly SIT meeting. This data will be used to guide school improvement discussions and decisions.</p>			
11/24/17	Create and Utilize Data Room	Complete 12/01/2017	Matthew Hunt	02/01/2018

	<p><i>Notes:</i> The administrative and coaching team will create and maintain a data room. By setting up a data room to display, track, and analyze information, administrators can make meaningful, measurable change at Merrick-Moore. The room will be updated on a regular basis by administrators, coaches, and teachers to reflect student growth and progress towards school goals.</p>			
1/12/17	Review MTSS Data	Complete 01/31/2018	Kathy Conner	02/01/2018
	<p><i>Notes:</i> Ms. Conner and the MTSS team will review key academic data (e.g., mCLASS, iREADY, CDAs, Case21) to identify students who may need to be placed in MTSS on a Tier II or Tier III plan. At the MTSS meetings, teachers will review students' strengths as well as progress monitoring data to determine future MTSS placements.</p>			
3/12/18	Complete Mid-Year Data Reflection	Complete 01/26/2018	Matthew Hunt	02/01/2018
	<p><i>Notes:</i> Teachers will complete a mid-year data reflection that focuses on team data, updated SMART goals, EVAAS data, individual student growth, and instructional strengths and weaknesses. Teachers will have the opportunity to reflect on how the data reflects their work and how administration/coaches will support their work.</p>			
2/15/18	Create Math Intervention Groups	Complete 02/12/2018	Matthew Hunt	02/12/2018
	<p><i>Notes:</i> The administrative team and math coach will utilize current data (Case21, EOG, math CA) to create aligned math intervention and core instruction groups for students in grades 3-5.</p>			
3/9/18	Celebrate Student Growth on Display Boards	Complete 02/19/2018	Kate Hanlon	02/19/2018
	<p><i>Notes:</i> A growth board will be created in the front hallway to celebrate students who demonstrated the highest levels of growth on mCLASS TRC level The growth boards will be updated after the BOY, MOY, and EOY windows with graphs of student growth and student pictures.</p>			
3/11/18	Schedule Saturday Planning Days	Complete 03/11/2018	Matthew Hunt	03/24/2018
	<p><i>Notes:</i> All certified staff will be offered the opportunity to participate in optional Saturday planning sessions. Sessions will include a one hour professional development opportunity that is aligned to teacher/data needs and extended planning time individually or with their team.</p>			
3/11/18	Create Student Data Cards for Team Room	Complete 03/19/2018	Kate Hanlon	04/09/2018
	<p><i>Notes:</i> Teachers will create student data cards based on mCLASS TRC, Case21, and EOG data. The cards will include key information about student performance on standards, DIBELS tasks, TRC data, and projected EOG levels. Cards will be used to differentiate instruction and help group students effectively.</p>			
1/12/17	Create and Utilize Common Assessments	Complete 03/01/2018	Matthew Hunt	06/08/2018

Notes: Grade level PLCs will use the CCSS and NCSCOS along with key school documents (e.g., unpacking document, backwards mapping document) to create standards-aligned grade level common assessments. These assessments will be used to answer the PLC corollary question, "How will we know if they are learning?" These assessments will be aligned with state tests and will use standards-based grading practices.

8/6/18	Implement Annual Summer Teacher Institute	Complete 08/06/2018	Matthew Hunt	08/09/2018
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Notes: Merrick-Moore's certified staff will be invited to participate in a summer Teacher Institute. During the three day professional development sessions, teachers will be provided with high-quality, differentiated professional development that is aligned to Merrick-Moore's strategies and goals for the upcoming school year. Focus areas for 2018-2019 include Teacher Like a Champion instructional strategies, data analysis and use, Setting Limits classroom management tools, and techniques, classroom libraries, and Restorative Justice Tier I & II circles.

1/12/17	Utilize Relevant Data to Improve Support Services	Complete 10/01/2018	Thomas Prica	10/01/2018
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Notes: ESL teachers, EC teachers, AIG teachers, and interventionists will use relevant data (e.g., CogAT, mCLASS, iREADY, WIDA) to align instruction and provide intensive support to students.

11/15/18	Implement Pineapple Professional Development Model	Complete 10/29/2018	Paula Januzzi	11/01/2018
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Notes: Ms. Januzzi will work with teachers to implement the Pineapple PD Model which allows teachers to observe model classrooms for in house and on-the-job professional development.

11/5/18	Implement Saturday Professional Development Sessions	Complete 11/03/2018	Paula Januzzi	11/03/2018
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Notes: Teachers will have access to an optional Saturday professional development day. The day will include differentiated professional development based on areas of need as well as time to work in Collaborative Teams to apply learning from the professional development session into practice.

2/15/19	Disaggregate and Utilize MOY mCLASS Data	Complete 02/09/2019	Matthew Hunt	02/09/2019
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Notes: The administrative and coaching teams will meet with teachers to understand and utilize middle of year mCLASS data to modify instruction, intervention, and enrichment for the third quarter. Teachers will complete data cards for the team room to reflect student proficiency, growth, and movement.

2/15/19	Complete DPS MOY Data Analysis Documents	Complete 02/15/2019	Matthew Hunt	02/15/2019
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	<p><i>Notes:</i> The administrative team will work to complete Dr. Hardy & Dr. Stewart's MOY data analysis. The forms look at which teachers are on track to meet, exceed, or not meet their goals as well as which students need additional enrichment or intervention opportunities. Dr. Stewart's document also looks at recalculating our EOY goals based on current MOY data.</p>			
2/15/19	Disaggregate and Utilize MOY Case21 Data	Complete 02/28/2019	Matthew Hunt	02/28/2019
	<p><i>Notes:</i> The administrative and coaching teams will meet with teachers to understand and utilize middle of year Case21 data to modify instruction, intervention, and enrichment for the third quarter. Teachers will complete data cards for the team room to reflect student proficiency, growth, and movement.</p>			
1/12/17	Aggregate Walkthrough Data	Complete 03/01/2019	Matthew Hunt	03/01/2019
	<p><i>Notes:</i> The administrative team will aggregate informal walkthrough data to identify areas of strength and areas of weakness across specific grade level and the school as a whole. The data will be used to drive professional development opportunities as well as initiatives during the school year.</p>			
1/12/17	Use Informal Student Data	Complete 03/01/2019	Matthew Hunt	03/01/2019
	<p><i>Notes:</i> Teachers will use informal data collection (e.g., running records, anecdotal notes, exit tickets, student work samples) to drive daily learning and tailor individual student instruction. The informal data sources may be collected and used in conjunction with formal and/or summative data to provide a comprehensive picture of student learning.</p>			
9/5/18	Schedule Case21 Benchmark Tests in Reading, Math, and Science for BOY, MOY, EOY	Complete 02/01/2019	Matthew Hunt	05/01/2019
	<p><i>Notes:</i> Case21 Benchmarks will be administered and utilized three times each year to help teachers understand students academic performance and proficiency. Data will be aggregated by CT to help differentiate and improve instruction and instructional practices.</p>			
9/28/18	Implement Periodic Collaborative Team Data Meetings	Complete 10/01/2019	Paula Januzzi	10/02/2019
	<p><i>Notes:</i> Collaborative Teams will meet to review and analyze data relevant to their students' learning (e.g., common assessments, mCLASS, iReady, common district assessments, Case21).</p>			
9/29/19	Create Merrick-Moore's 2019-2020 Professional Development Plan	Complete 09/03/2019	Kate Hanlon	10/30/2019

<i>Notes:</i> Using results from the 2019 DPS TWCS as well as teacher feedback, Merrick-Moore will create and implement a differentiated professional development plan that provides teachers will opportunities for request professional development in technology, literacy, AIG/EC/ESL strategies, Teach Like a Champion strategies, etc.				
1/12/17	Implement Data Discussions	Complete 09/03/2019	Matthew Hunt	10/30/2019
<i>Notes:</i> Grade level PLCs will engaged in data discussions on a weekly basis to identify students who may be struggling in content areas and/or provide strategies to peers to support teaching and learning in the classroom. Kid Talk aligns with the PLC corollary question, "How will we respond when they don't learn?"				
9/29/19	Facilitate Kid Talk Discussions	Complete 09/03/2019	Paula Januzzi	11/01/2019
<i>Notes:</i> All grade levels will implement the Kid Talk protocol on Tuesdays during planning times. Support staff (e.g., administration, Mental Health specialist, coaches, psychologist) will attend these meetings to support teachers as they identify students with specific needs and create interventions. The plans will be implemented for 2-4 weeks and then student informaiton will be reviewed to determine if progress is beind made or if the student needs to be referred to Tier II/III in MTSS.				
9/29/18	Create a Professional Development Committee		Paula Januzzi	04/01/2020
<i>Notes:</i> Merrick-Moore will create a Professional Development (PD) Committee with representatives from each Collaborative Team. The committee will meet quarterly to help create a professional development plan, calendar, and identify topics for professional development based on student data, staff feedback, and school-wide surveys.				
1/12/17	Analyze Exceptional Children's Department Data		Marcia Ingram-Turner	05/21/2020
<i>Notes:</i> The EC team will continually review pertinent data (e.g., entrance and exit data, IEP goal progress, annual reviews) to identify which students are making progress towards IEP goals and which students may need additional support and/or services.				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>2016-17 LEA/School: Evaluating Staff: The NC Educator Evaluation System (NCEES) is utilized to monitor and support teacher performance. Standards of Excellence have been identified and outlined by the district to further support performance expectations to assist in assessing the knowledge and skills of certified staff. By the spring of each year staff will provide evidence of meeting the professional standards. The district has outlined plans to continue to implement a teacher evaluation for all licensed staff that includes at least 3 observations per year by at least 2 different reviewers. Plans are in place to contract with outside evaluators to assist in this area. To further support teacher development, an aligned performance management system has been implemented to monitor performance expectations and offer ample support through the evaluation process. Through Graduate Durham, the teacher evaluation process has been enhanced to incorporate ongoing walk-throughs and strategic support plans. The teacher evaluation process begins for all teachers with 30 days of intensive walk-throughs and feedback focused during the initial 30 days of school. The walk-throughs are focused and provide guidance to teachers on classroom environment, instructional focus-alignment to standards, instructional methods, student engagement, and classroom/behavior management. If concerns are discovered from the initial walk-throughs, teachers are placed on a Support Plan to offer clear coaching and improve teacher effectiveness based upon the areas identified in the walk-through process. Teachers receive concentrated coaching and assistance for 45 days with constant review through this process. At the end of the 45 days, the plan is evaluated to measure increases in evaluation. At this time teachers can remain on the plan of support for 45 more days, exit the plan or move to an Action Plan. Procedures and protocols for rewarding staff are still in the development process. School: One of MM's primary goals is to significantly improve the historically high teacher turnover rate by recruiting, hiring, and supporting talented teachers. The action plan includes the following steps: • The school plans to build relationships with local universities through visits, increasing the number of student-teachers at MM, and hosting graduate students for tours. • Develop marketing materials for prospective hires and families. • Provide periodic surveys (aligned with the TWC) to receive input from staff members; input may inform future policies, action plans, etc. • Provide an extensive menu of mentoring assistance, including our IF, district mentor, teacher mentors, and administrative team; • Develop schedules and professional development that encourages meaningful grade level and department collaboration.</p>	<p>Limited Development 05/18/2016</p>		
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How it will look when fully met:	<p>Strategic Plan Alignment: 3A, 3B, 3C</p> <p>Focus Goal for the 2017-2018 School Year: More than 90% of students, parents, and staff believe that MM is a “good place to work and learn.” High-need schools traditionally struggle to recruit and retain highly qualified staff. The goal for Merrick-Moore is to identify minimum hiring standards and to identify teachers with the capacity, drive, persistence, and experience to support the school's population and meet student needs. Strategies will be implemented to recruit master teachers and beginning teachers with aligned experience and potential. Key factors such as the matching of mentors, effective PLCs, classroom resources, administrative support, aligned teacher and student support services, and the implementation of an effective school-wide PBIS system encourage teacher retention. Teachers and staff are placed on support/action plans to identify and align school and district supports to encourage success. The use of the Teacher Working Conditions Survey and DPS working conditions survey will be used to identify areas of need and success that may contribute to teacher morale, retention, and attrition. The long-term goal is to significantly decrease the teacher turnover rate while increasing key data indicators on the Teacher Working Conditions Survey that indicate Merrick-Moore is a good place to work. This indicator will also be monitored by Samantha Anderson.</p>		Danielle Boyd	06/08/2020
Actions		24 of 26 (92%)		
11/27/17	Utilize Title I Funding to Create Additional Classroom Positions	Complete 08/01/2016	Matthew Hunt	08/01/2016
	<i>Notes:</i> The administrative team will meet to determine school needs. Title I funding will be reviewed and assessed to identify the potential to create new classroom positions to lower class size and ensure students' individual needs are met within the classroom setting.			
11/27/17	Identify Teachers for L2N Training	Complete 09/01/2017	Matthew Hunt	09/01/2016
	<i>Notes:</i> The administrative team will identify 3-5 teachers to attend district L2N monthly trainings. The team will bring back content from the L2N meetings and present it to the leadership team and/or staff. This provides an opportunity to foster leadership capacity and abilities among experienced teachers.			
1/12/17	Provide Mentor Support	Complete 09/30/2016	Paula Januzzi	09/30/2016

Notes: All beginning teachers (year 1, 2, and 3) will be matched with a mentor teacher in Merrick-Moore and receive support from a full-release mentor. BT 1s will meet weekly with their mentor, BT 2s bi-monthly, and BT 3s monthly. In addition, BTs will meet monthly with the full release mentor for professional development on relevant topics (e.g., observations, opportunities for professional development, classroom management).

1/12/17	Use the North Carolina Educator Evaluation System (NCEES)	Complete 09/30/2016	Alicia Stevenson	09/30/2016
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Notes: Administrators and peer observers will utilize the NCEES to complete a minimum of four formal observations on beginning teachers (BTs) and two formal observations on career teachers. The results from the formal observations will be aggregated to find standards and elements that are areas of strength and weakness for the staff at Merrick-Moore.

1/12/17	Complete Classroom Walkthroughs	Complete 09/30/2016	Matthew Hunt	09/30/2016
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Notes: The administrative team will complete daily walkthroughs in grade level classrooms and supporting area classrooms. During the walkthroughs, the team will complete a walkthrough form that looks for quality instruction, the implementation of Merrick-Moore initiatives (e.g., wait time, higher order thinking skills), professional development sessions (e.g., anchor charts), and poses reflection questions for the teacher.

1/12/17	Create Support/Action Plans	Complete 10/31/2016	Danielle Boyd	10/31/2016
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Notes: The administrative team will collaborate with teachers to design and implement support and/or action plans. These plans are designed to help teachers who may be struggling with designing and implementing quality instruction, classroom management, or completing school-based requirements.

1/12/17	Plan Weekly Instructional Facilitator Meetings	Complete 10/31/2016	Samantha Kenney	10/31/2016
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Notes: Ms. Kenney will meet weekly with grade level PLCs to discuss instructional strategies, assessment tools, the use of data to inform instruction, and the creation standards-align lessons and units.

11/27/17	Create a Professional Development Plan to Meet Student/Teacher Needs	Complete 11/01/2016	Samantha Kenney	11/01/2016
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Notes: The administrative team will create a professional development plan that aligns to student and teacher needs. The goal of the plan is to provide sustained, on-site, high quality professional development with job-embedded follow-up provided by the Instructional Facilitator.

11/27/17	Identify Teachers to Attend DPS Classroom Management Training	Complete 11/01/2016	Alicia Stevenson	11/01/2016
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	<i>Notes:</i> The administrative team will work to identify beginning and experienced teachers who could benefit from attending DPS' full-day classroom management and de-escalation training. The training will be offered two times a year and provide concrete solutions and ideas for teachers to enhance their classroom management practices.			
1/12/17	Attend DPS Annual Job Fair	Complete 04/01/2017	Dr. Dietrich Danner	04/30/2017
	<i>Notes:</i> DPS will organize, advertise, and recruit prospective teachers to come to the annual job fair. Administrative staff will have the opportunity to ask candidates questions during a short interview process. Quality candidates may be invited to the school for a tour and a comprehensive interview to determine if they are a good fit.			
1/12/17	Empower On-Site Staff as Instructional Leaders	Complete 01/31/2017	Matthew Hunt	05/31/2017
	<i>Notes:</i> Exemplary staff at various grade levels and support areas will be identified to lead professional development improve instructional practices. Examples of this include videoing lessons for team review, mentoring beginning teachers, leading grade level teams, acting as committee chairs, and members of the leadership team.			
1/12/17	Analyze Teacher Working Conditions Survey	Complete 02/24/2017	Matthew Hunt	06/09/2017
	<i>Notes:</i> The administrative team will review the bi-annual TWCS and the DPS alternative year TWCS to identify teachers' selected areas of need for differentiated professional development. Professional development will take place at the school level (weekly PLCs, afterschool trainings, workdays, faculty meetings, early release days), district level, and regional level based on need. Data from the TWCS will also focus on necessary resources, school support, administrative support, and community/parent relationships.			
1/12/17	Identify Staff Rewards/Incentives	Complete 10/31/2016	Matthew Hunt	06/09/2017
	<i>Notes:</i> A plan to celebrate staff accomplishments will be developed for Merrick-Moore. This include rewards such as Staff Tiger Tickets, "Shout Outs," thank you lunches and dinners, events for staff appreciation week, school spirit items (e.g., t-shirts), and individual celebrations.			
11/27/17	Designate Funding for New/Returning Teachers Classroom Needs	Complete 08/01/2017	Matthew Hunt	08/01/2017
	<i>Notes:</i> Funding will be allotted to provide new and returning classroom teachers with monies to meet their classroom supply/resource needs. Funding will also be provided to support staff (e.g., specialists, interventionists, AIG, ESL, EC) in addition to district funding provided to departments and teams (e.g., Media Coordinator funds).			
3/9/18	Participate in Cultural Awareness Training	Complete 08/25/2017	Sashi Rayasam	08/25/2017

	<p><i>Notes:</i> All Merrick-Moore teachers will participate in Cultural Awareness training that is designed to help teachers and staff recognize and support the needs of LEP students. The training will also include guidance on various cultural norms (e.g., hand signals, eye contact) and family experiences that may impact students' behavior and interactions at school.</p>			
8/22/17	Build On-Site Beginning Teacher Support Program	Complete 09/22/2017	Paula Januzzi	09/30/2017
	<p><i>Notes:</i> ILTs will be provided with ongoing support from a full release mentor, onsite curriculum coaches, and school-based mentors. Sessions will be conducted by the school and district that provide aligned professional development with identified teacher/student needs.</p>			
9/24/17	Celebrate Accomplishments	Complete 10/04/2017	Matthew Hunt	10/04/2017
	<p><i>Notes:</i> Staff accomplishments will be celebrated and recognized on an ongoing basis.</p>			
11/24/17	Implement Teacher Cadet Program	Complete 11/01/2017	Matthew Hunt	01/01/2018
	<p><i>Notes:</i> Mr. Hunt will work with Durham High Schools to identify students to participate in a teacher cadet program. These students will work with third and fourth grade teachers and students during the ELA block. Cadets will provide small group reading support, individual interventions, and student mentoring on a daily basis.</p>			
9/24/17	Support Sunshine Committee	Complete 12/01/2017	Monecia Best	01/02/2018
	<p><i>Notes:</i> Merrick-Moore's Sunshine Committee will identify ways to boost staff morale, recognize staff accomplishments, and celebrate staff and students.</p>			
1/12/17	Create School Marketing Materials	Complete 02/20/2018	Danielle Boyd	03/09/2018
	<p><i>Notes:</i> Merrick-Moore will create a series of marketing materials (e.g., brochure, video) designed to showcase Merrick-Moore and the excellent things that are happening at our school. These materials will be shared with the community, current and interested partners, future students, and prospective families.</p>			
9/29/19	Design Observation Schedule	Complete 09/01/2019	Matthew Hunt	09/01/2019
	<p><i>Notes:</i> The administrative team will create the 2019-2020 observation spreadsheet which lists all certified staff, their observation cycle, and assigns administration/coaches/peer observations to provide timely and consistent feedback. The spreadsheet will be updated as necessary to reflect which observations are complete and locked.</p>			
9/29/19	Identify Instructional Leads	Complete 09/01/2019	Danielle Boyd	09/01/2019

Notes: The administrative team will identify an instructional lead for each grade level team. This master teacher will lead weekly collaborative team meetings and facilitate the lesson planning process. They may model lessons for peers, provide coaching and support, and will be members of the school's leadership team to create and implement school improvement strategies.

1/12/17	Align Professional Development	Complete 09/03/2019	Kate Hanlon	09/08/2019
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Notes: Professional Development sessions at the school and district will be aligned and targeted to areas of need. During the 2018-2019 school year, Merrick-Moore will provide training on topics such as mCLASS, anchor charts, instructional strategies, standards-based grading, classroom management, MTSS, and DRTA. Durham Public Schools will provide ongoing training in the content areas (e.g., ELA, math, science) as well as specific trainings targeted for beginning teachers, EC teachers, ESL teachers, AIG teachers, and support staff. All district trainings can be accessed through the Professional Development tab on NCEES.

9/29/19	Create Walkthrough Schedule	Complete 08/26/2019	Kyle Lamb	10/15/2019
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Notes: Mr. Lamb will create a walkthrough schedule for the administrative and coaching teams that ensure all certified staff is receiving regular walkthroughs with timely, targeted feedback to improve instructional practices. The results of these walkthroughs will guide the professional development plan, school improvement practices, observations, and staff feedback.

9/29/19	Utilize Applitrack to Identify Quality Candidates		Matthew Hunt	04/01/2020
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Notes: The administrative team will work closely to utilize the DPS Applitrack System to identify highly qualified, master teacher candidates throughout the system. This includes potential candidates who may have applied for Merrick-Moore positions and teachers who may have applied for teaching positions around the county.

1/12/17	Build Relationships with Local Universities		Matthew Hunt	12/08/2020
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Notes: Administrators, teachers, and staff will work with local universities (e.g., UNC, NCCU, NC State, Duke, Meredith) to create relationships with their education programs. The goal of these relationships is to provide student teachers an opportunity to get hands-on practice at Merrick-Moore and encourage graduates to apply for open teaching positions at Merrick-Moore.

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2015-16 The school schedules a variety of parental involvement activities to open the gateway for instructional understanding: Title I Nights (Science Night, Math Night, Literacy Night), ESL Parent Literacy Night, AIG Night, Training Session on Title I Nights for Parents, OASIS Parent Night, Homework Night, STEM Night, Future Event- Parent Report Card Night, PBIS Night/Events to get parents involved, Read to Achieve Orientation Night, Multicultural Festival (Grade Level Tables), EOG Parent Night. Parents are encouraged to join the PTA, volunteer at the school, and visit their children's classrooms. The connection between the home and school is very important and Merrick-Moore provides a variety of activities throughout the year to continue to increase parental involvement. Parent Communication is provided through weekly school messenger updates, class newsletter, and quarterly progress and report cards. Communication is also provided to parents in English and Spanish. Please note that evidence for implementation can be found in the "Document Upload" section on Indistar.</p>	Limited Development 03/23/2016		

<p>How it will look when fully met:</p>	<p>Strategic Plan Alignment: 1A, 1B, 4A</p> <p>Merrick-Moore is working to build relationships with families to support students' learning and success. Research clearly indicates the positive correlation between parent involvement and student learning. During the 2017-2018 school year, Merrick-Moore is working on implementing effective events that are designed to help parents learn more about their child's education and how they can support their child's learning at home. Merrick-Moore has set the goal for 2017-2018 that 90% of families will participate in a parent-teacher conference. The conference will allow families the opportunity to learn more about how their child is performing at school, content they have mastered and are still working to learn, their child's reading level, and receive information on supports that can be put in place at home.</p> <p>Merrick-Moore's staff communicates with families via parent-teacher conferences, frequent phone calls, a general Sunday night call, periodic class newsletters, social media class resources, school website, and more. In addition, the school set a goal of making more than 3,000 positive phone calls to families. The following resources are offered to parents throughout the year: - Five Title I family nights, including Orientation, Coffee House, STEM/Science, Math, and Literacy; - At least two parent courses focusing on the Growth Mindset and Literacy; - Other events include a Multicultural Festival, AIG Night, ESL Night, Oasis Parent Night, etc. At the conclusion of the 2017-2018, Merrick-Moore's parent outreach and communication efforts will be assessed. Merrick-Moore plans to measure family involvement through parent surveys, staff surveys, attendance at events, and the completion rate of parent-teacher conferences. The team will use the information to revise parent communication methods (e.g., website, social media, ConnectEd, newsletters) and the schedule/focus/timing of parent events (e.g., Title I nights, weekend events, planned events during the school day). The results of this monitoring will determine any modifications and adjustments that need to be made around parent communication efforts in the 2018-2019 school year.</p>		Gloria Suarez	07/01/2020
Actions		21 of 23 (91%)		
	<p>3/9/18 Make at least one positive phone call a week (per teacher)</p> <p><i>Notes:</i> Each teacher will make a minimum of one positive call a week to build relationships with families while recognizing the work and effort of students in their classroom.</p>	Complete 06/09/2017	Matthew Hunt	06/09/2017

1/21/18	Participate in Monthly Parent Coffees	Complete 09/01/2017	Matthew Hunt	09/01/2017
	<i>Notes:</i> Parents and families will be invited to attend monthly parent coffees on the first Friday of every month. Topics will include information relevant to the time in the school year (e.g., parent/teacher conferences, EOGs) and information about their child's education.			
1/21/18	Utilize ConnectEd for Sunday Family Calls	Complete 09/01/2017	Matthew Hunt	09/01/2017
	<i>Notes:</i> Mr. Hunt will utilize the ConnectEd system to deliver a weekly phone call to families that provides information about upcoming school events, ways parents can help support their children's education, and key school/district information.			
1/21/18	Organize Conferences for Spanish Speaking Families	Complete 10/29/2017	Marion Dixon	11/01/2017
	<i>Notes:</i> The ESL Department will organize conferences for teachers and Spanish speaking families where translation and support is provided.			
1/21/18	Implement Family Title I Nights	Complete 11/01/2017	Gloria Suarez	11/01/2017
	<i>Notes:</i> Families will be invite to attend Title I nights throughout the year where they will have the opportunity to learn more about how to help their child at home.			
1/21/18	Share Important Merrick-Moore Information on Twitter	Complete 09/08/2017	Matthew Hunt	12/01/2017
	<i>Notes:</i> Mr. Hunt will utilize Twitter to share information about Merrick-Moore with families.			
1/21/18	Partner with the ESL Resource Center	Complete 01/18/2018	Marion Dixon	02/01/2018
	<i>Notes:</i> Merrick-Moore teaches will partner with the DPS ESL Resource Center to ensure materials are translated correctly for our Spanish speaking families.			
1/21/18	Partner with Book Harvest	Complete 01/01/2018	Gloria Suarez	02/01/2018
	<i>Notes:</i> Merrick-Moore will partner with Book Harvest to provide books to families. Research clearly indicates the positive relationships between student's growth as readers and the number and quality of books in a child's home.			
1/21/18	Write and Send Newsletters	Complete 02/05/2018	Danielle Boyd	03/01/2018
	<i>Notes:</i> Grade levels and classrooms will communicate with parents through grade level or classroom level newsletters. The newsletters will contain important information (in English and Spanish) related to content, curriculum, upcoming events, school and district policies, and homework support.			
3/15/18	Create SIG Parent Advisory Council	Complete 03/14/2018	Matthew Hunt	04/02/2018

	<i>Notes:</i> The administrative team will work to create and work with a SIG Parent Advisory Council. The group will meet throughout the year to receive updates on the SIG grant, how funds are being used, and provide feedback on school policies, communication, procedures, budgets, etc.			
3/26/18	Organize and Utilize Take Home Libraries	Complete 09/03/2018	Kate Hanlon	10/01/2018
	<i>Notes:</i> Students will be provided with a minimum of one nightly take home text at their instructional or interest level. Students will be required to read each night for 20 minutes and record their reading in a reading log. Students who read for at least 20 minutes each day will increase the amount of time they read by over 60 hours each year.			
2/14/18	Identify Translation/Interpretation Services for Non-English Speaking Families	Complete 10/01/2018	Gloria Suarez	10/01/2018
	<i>Notes:</i> The school will identify protocols, procedures, and resources for families who do not speak English. Durham Public Schools already offers resources for Spanish speaking families through the ESL Resource Center. DPS and Merrick-Moore will work to identify services for families who speak languages other than English and Spanish.			
9/3/18	Design and Open Merrick-Moore's Family Center	Complete 09/03/2018	Gloria Suarez	10/31/2018
	<i>Notes:</i> Merrick-Moore's Family Liaison will design and operate Merrick-Moore's Family Center. The center will include school resources to help parents support their children's learning as well as community resources to help families navigate Durham County/City and its services. Tools for family use include books, brochures, computers, phones, and a conference area.			
2/19/19	Partner with Kramden Institute to Provide Free Computer to Families	Complete 02/15/2019	Gloria Suarez	02/15/2019
	<i>Notes:</i> Ms. Suarez will coordinate with the Kramden Institute to provide free computers to eligible students in grades 3-5. Students and families will be trained on how to use the computer to support student learning.			
2/19/19	Organize a Family Ambassador Program	Complete 05/17/2019	Gloria Suarez	06/01/2019
	<i>Notes:</i> Ms. Suarez will work to create a Family Ambassador program for new Merrick-Moore families. The ambassadors will be connected with new families to provide guidance and support regarding Merrick-Moore policies, procedures, etc.			
2/19/19	Schedule a Title I Family Academy Session for MM Teachers	Complete 04/01/2019	Gloria Suarez	06/01/2019
	<i>Notes:</i> Ms Suarez will coordinate with Ms. Scriven to schedule the PTA Leadership Building session from the Title I Family Academy for the current and future MM PTA Leadership Board.			
2/19/19	Design a Family Orientation Process	Complete 07/01/2019	Gloria Suarez	08/01/2019

	Notes: Ms. Suarez will work with Ms. Bailey and the administrative team to designed a process for enrollment and orientation to Merrick-Moore. The process will include information on how to contact your child's teacher, support staff, transportation, and the student/family handbook.			
9/29/19	Schedule 2019-2020 Family Nights	Complete 09/01/2019	Gloria Suarez	09/01/2019
	Notes: Ms. Suarez will work with the Merrick-Moore community to schedule family nights for the 2019-2020 school year. These events will provide families with opportunities to hear about what their child is learning at school and how they can support their child's education at home. Nights include curriculum night, Hispanic Heritage month, Coffeehouse, Black History night, and math/science night.			
9/29/19	Schedule ESL Parent Nights	Complete 09/01/2019	Marion Dixon	09/01/2019
	Notes: The ESL Team will work to schedule ongoing parent nights for EL families. These nights will provide parents about what their child is learning at school, their child's language development, and how they can support their student at home.			
9/29/19	Schedule AIG Parent Nights	Complete 09/01/2019	Thomas Prica	09/01/2019
	Notes: The AIG Team will work to schedule ongoing parent nights for AIG families. These nights will provide parents about what their child is learning at school, their child's academic development, and how they can support their student at home.			
2/19/19	Schedule a Title I Family Academy Session for MM Teachers	Complete 09/04/2019	Gloria Suarez	09/05/2019
	Notes: Ms. Suarez will coordinate with Ms. Scriven to schedule a Title I Family Academy session for Merrick-Moore's faculty and staff on how to improve family communication and engagement.			
1/21/18	Meet 90% Parent/Teacher Conference Goal		Gloria Suarez	07/01/2020
	Notes: Merrick-Moore has set a goal for the 2017-2018 school year that 90% of families will participate in a parent/teacher conference to learn more about their child's education and how they can support their child's learning and success.			
9/29/19	Schedule PFAST Trainings		Gloria Suarez	11/01/2020
	Notes: Merrick-Moore families will have the opportunity to attend PFAST trainings (in English and Spanish) at Merrick-Moore. These sessions focus on education parents about advocacy for their child, the educational system, ways they can support their children at home, and support services within the school system.			

		E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Merrick-Moore is in the process of revising our Mission and Vision Statements. This will be a key action step for this Indicator. The new administrative team is working collaboratively with faculty, staff, and parents to update the Parent Involvement Policy and create a Merrick-Moore Parent Handbook in English and Spanish that will serve as a resource and contain pertinent information for Merrick-Moore's families.	Limited Development 09/19/2016		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			Strategic Plan Alignment: 1A, 1B Focus Goal for the 2017-2018 School Year: More than 90% of families will have a parent-teacher conference in person. Merrick Moore will communicate necessary information to teachers, school personnel, parents and students. This information will be communicated through ways that include, but are not limited to, Title I nights, ConnectEd phone calls, Parent Handbook in both English and Spanish, Parent Compacts, Open House, Conferences, Merrick-Moore's website, Merrick-Moore's Twitter page, etc.	Objective Met 09/25/19	Gloria Suarez	12/01/2019
Actions						
	1/12/17	Create Merrick-Moore Teacher Handbook		Complete 08/22/2016	Alicia Stevenson	08/22/2016
		<i>Notes:</i> Administrators will create a Merrick-Moore Teacher Handbook with expectations, policies, and processes for faculty and staff at Merrick-Moore. The handbook will be distributed and reviewed during workdays at the start of the year.				
	1/12/17	Record and Send ConnectEd Messages in English and Spanish		Complete 08/31/2016	Matthew Hunt	08/31/2016
		<i>Notes:</i> Mr. Hunt will record and distribute a weekly ConnectEd message that informs parents about upcoming school events and school initiatives. During the message he will share opportunities for parent participation and thank parent for listening to the message and all their support. The message will be translated into Spanish for Spanish-speaking families.				
	1/13/17	Select Volunteer Coordinator		Complete 08/31/2016	Anissa Hicklen	08/31/2016

	<i>Notes:</i> The school will identify a Volunteer Coordinator. This person will be responsible for helping potential volunteers complete the volunteer process and place volunteers at Merrick-Moore.			
1/10/17	Provide Merrick-Moore Parent Handbook in English & Spanish	Complete 09/09/2016	Danielle Boyd	09/09/2016
	<i>Notes:</i> Parents will be provided with a Parent Handbook written both in English and Spanish. The handbook will also be available on the Merrick-Moore website.			
1/12/17	Create Merrick-Moore School-Family Compact	Complete 09/30/2016	Trasi Pollino	09/30/2016
	<i>Notes:</i> Merrick-Moore will update the Title I Family compact to reflect expectations for 2016-2017. Compacts will be distributed to all families at the start of the school year and returned to homeroom teachers. Samples of English and Spanish compacts will be kept in the Title I crate.			
1/12/17	Plan Annual Open Meeting	Complete 09/30/2016	Matthew Hunt	09/30/2016
	<i>Notes:</i> Mr. Hunt will host the Title I Annual Open Meeting in September. This meeting provides parents the opportunity to learn about being a Title I school, our school's academic performance, and initiatives for 2016-2017. The Parent Involvement Policy and Parent Compact will be distributed.			
1/12/17	Design Merrick-Moore School Website	Complete 09/30/2016	Thomas Prica	09/30/2016
	<i>Notes:</i> The Merrick-Moore school website will be updated to reflect current information. Updated information 2016-2017 includes new school start/ending time, carpool and dismissal procedures, parent resources, student resources, and school information. Mr. Hunt's summer letter, school supply lists, and the summer postcard will be posted as well.			
1/12/17	Create Merrick-Moore Twitter Account	Complete 09/30/2016	Matthew Hunt	09/30/2016
	<i>Notes:</i> Mr. Hunt and school staff will update the school Twitter account with important school information, dates, events, celebrations, and school photos. Parents can follow the school to keep involved and aware of what is happening at the school.			
1/13/17	Share School Improvement Plan	Complete 09/30/2016	Donna Uhlich	09/30/2016
	<i>Notes:</i> Ensure the SIP is shared and publically posted (e.g., on the DPS website) to allow parents the opportunity to view and understand the document and the school's plan for the future.			
1/12/17	Update Merrick-Moore Parent Involvement Policy	Complete 09/30/2016	Trasi Pollino	09/30/2016

	<i>Notes:</i> Merrick-Moore's Parent Involvement Policy will be updated and revised with administrator, teacher, and family feedback to reflect current expectations and policies. A copy of the policy will be distributed to all families and kept in the Title I crate. The policy will also be available on the Merrick-Moore website.			
1/13/17	Develop Parent-Friendly Learning Standards	Complete 10/31/2016	Samantha Kenney	10/31/2016
	<i>Notes:</i> Teachers will rewrite CCSS standards in parent-friendly terms. This will help parents understand the standards' expectations along with what their children are being expected to learn, know, and do.			
11/4/17	Utilize ESL Resource Center	Complete 01/01/2017	Gloria Suarez	01/01/2017
	<i>Notes:</i> Merrick-Moore will utilize Ms. Suarez and the ESL Resource Center to provide accurate and timely translations of material for Spanish-speaking families.			
1/10/17	Plan Title I Parent Nights	Complete 03/16/2017	Trasi Pollino	03/16/2017
	<i>Notes:</i> Merrick Moore will host Title I parent nights throughout the year that will have various focuses including literacy, math, science, and STEM.			
1/10/17	Organize Spanish-Speaking Family Conferences	Complete 04/30/2017	Samantha Kenney	06/09/2017
	<i>Notes:</i> Merrick Moore will work with the ESL department to organize and host conferences with families who speak languages other than English. This will include two specific times that are set aside after first quarter and after third quarter.			
9/24/17	Send Weekly Faculty and Staff Email	Complete 08/01/2017	Matthew Hunt	08/01/2017
	<i>Notes:</i> Faculty and Staff will receive a weekly email that includes goals, strategies of the week, upcoming dates, key information, and Merrick-Moore celebrations. Information in the email related to parent-family relationships and school documentation.			
8/22/17	Update Family & Parent Handbook	Complete 08/22/2017	Trasi Pollino	08/25/2017
	<i>Notes:</i> The Merrick-Moore Family & Parent Handbook will be updated to reflect new policies and procedures and shared with parents at Open House.			
8/22/17	Update Merrick-Moore Website	Complete 08/22/2017	Trasi Pollino	08/25/2017
	<i>Notes:</i> The Merrick-Moore website will be updated with current and new information and designed in a user-friendly format.			
9/24/17	Invite Families to Parent Coffees	Complete 09/01/2017	Matthew Hunt	09/01/2017
	<i>Notes:</i> Families at Merrick-Moore will be invited to a month parent coffee that is designed to support parent's around a specific topic (e.g., EOGs, reading at home, homework best practices and support).			

9/24/17	Support Parent Teacher Association	Complete 09/24/2017	Marion Dixon	09/25/2017
	<i>Notes:</i> The Parent Teacher Association (PTA) will meet monthly to identify ways that parents can be involved at Merrick-Moore as well as support their students' learning and education. Merrick-Moore will have representatives from each grade level and an administrative team member at each meeting.			
1/12/17	Update Merrick-Moore Vision and Mission Statements	Complete 11/27/2017	Matthew Hunt	12/31/2017
	<i>Notes:</i> Merrick-Moore will revise the Mission and Vision Statements to ensure they embody the current school philosophy and plan for the future. Copies will be distributed to families and the statements will be posted in the school.			
9/24/17	Utilize Multiple Communication Resources	Complete 11/27/2017	Trasi Pollino	01/01/2018
	<i>Notes:</i> Teachers and staff will utilize a variety of parent communication resources (e.g., phone calls, Class Dojo, Bloomz, Twitter) to connect with parents through traditional and novel methods.			
9/24/17	Write and Send Newsletters	Complete 09/01/2019	Trasi Pollino	12/01/2019
	<i>Notes:</i> Grade levels and classrooms will communicate with parents through grade level or classroom level newsletters. The newsletters will contain important information (in English and Spanish) related to content, curriculum, upcoming events, school and district policies, and homework support.			
Implementation:		09/25/2019		
Evidence	9/25/2019 Copies of sample handbooks and newsletters are included in our supporting documentation folder.			
Experience	9/25/2019 Since the current administrative team's arrival in July of 2016, the SIT has worked to create clear, consistent documents for families that provide them with key information about Merrick-Moore, their child's grade level curriculum, their child's teacher, etc. This information is shared through a school handbook, grade level handbooks, and teacher information. In addition to receiving this information at the start of the school year (or whenever the student is enrolled), key information is shared through weekly ConnectEd messages, weekly teacher newsletters, social media (e.g., Twitter and Instagram), the Merrick-Moore website, and other communication methods.			

<i>Sustainability</i>	9/25/2019 We will continue to update and share the Merrick-Moore handbook and grade level handbooks with new families. Teachers and teams will send weekly newsletters and Mr. Hunt will send a weekly ConnectEd message in English and Spanish. We will continue to communicate with families through multiple methods including phone calls, Twitter, Instagram, Class Dojo, texting, email, etc.			
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