



Human Resource Management Plan

Merrick-Moore Elementary School
Will Lamb

Vision

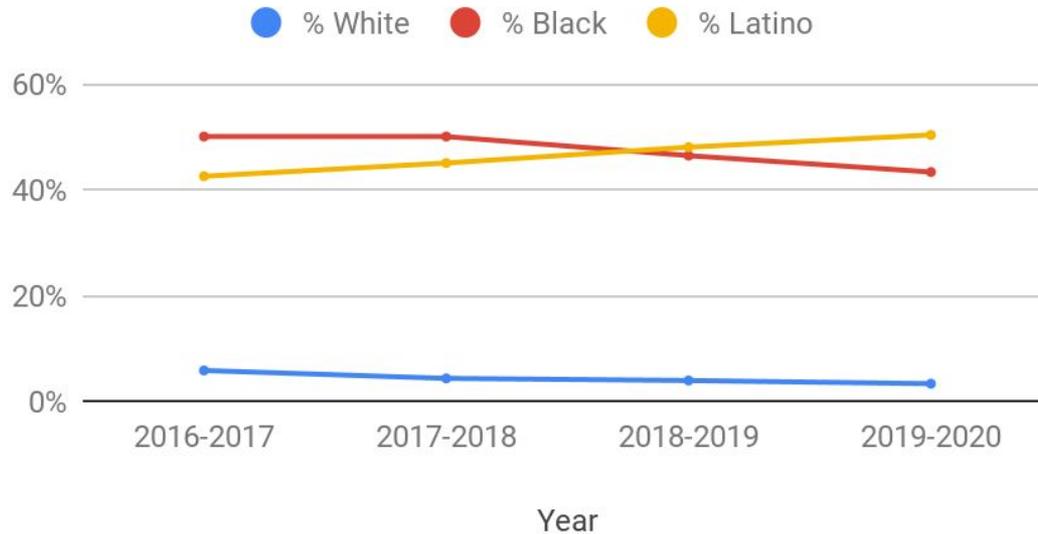
Merrick-Moore Tigers roar with PRIDE. With an unwavering commitment to maintaining high academic expectations and a safe, caring, and orderly learning environment, Merrick-Moore is positioned to become the pride of Durham.

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.

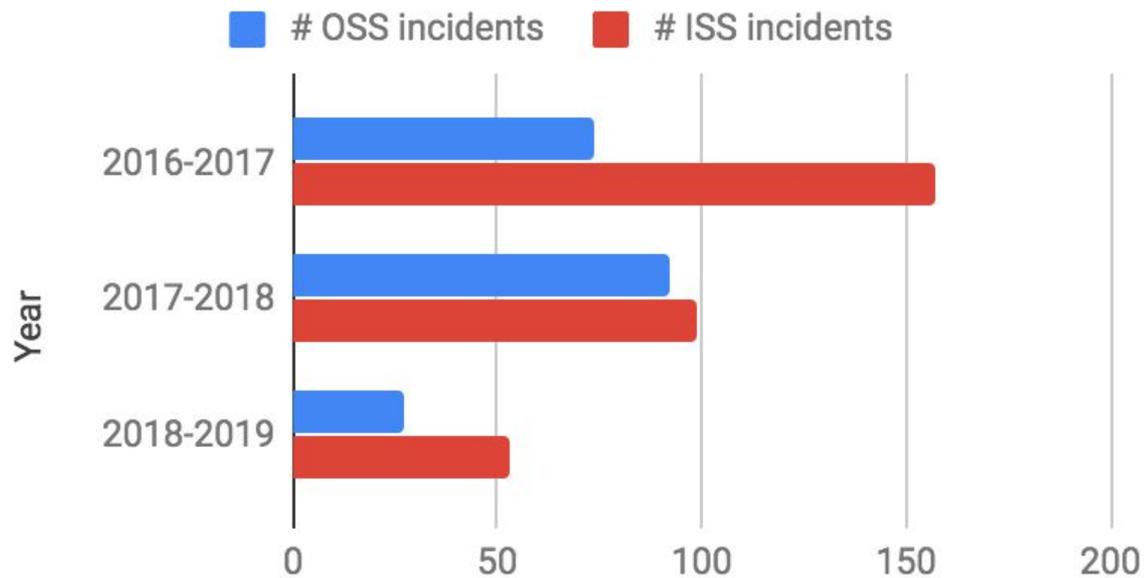
Student Demographics

Student Demographics



Merrick-Moore is one of 13 schools in Durham Public Schools with a Community Eligibility Provision. Applications for free/reduced lunch are not taken. 100% of students receive free breakfast and lunch.

Student Suspensions



Staff Demographics



Staff Demographics

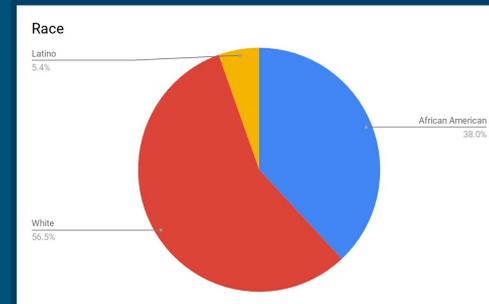
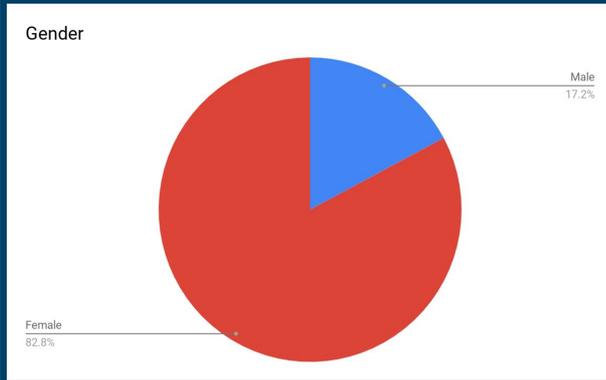
Male: 17% (16 of 93)

Female: 83% (77 of 93)

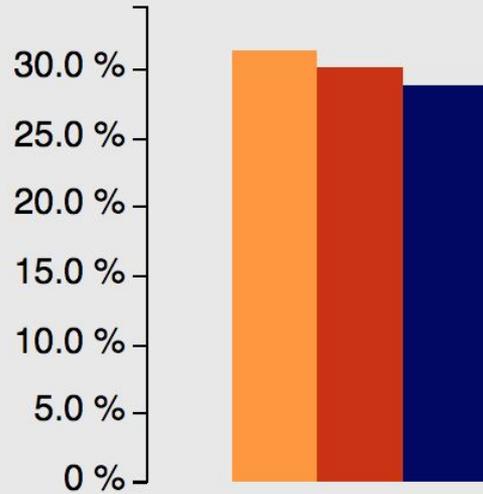
African American: 38% (35 of 93)

Latino: 5% (5 of 93)

White: 56% (52 of 93)

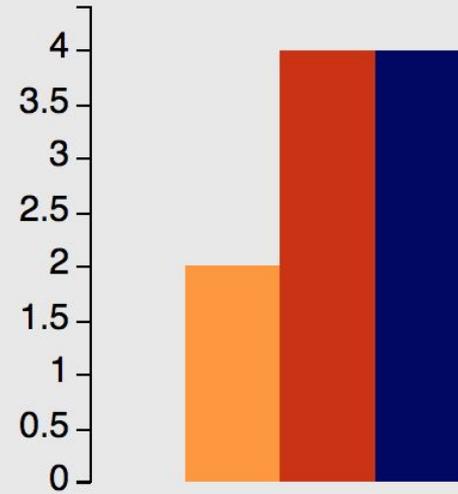


Teachers with Advanced Degrees **i**



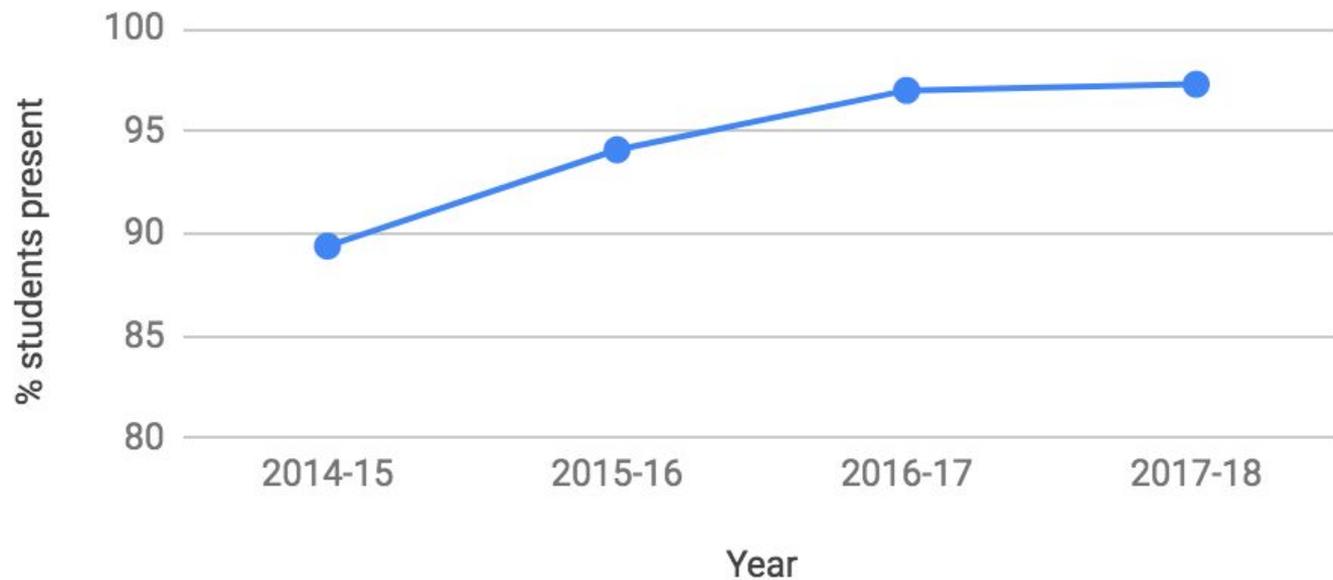
■ Merrick-Moore Elementary
■ Durham Public Schools
■ State of North Carolina

National Board Certified Teachers **i**



■ Merrick-Moore Elementary
■ Durham Public Schools
■ State of North Carolina

Staff Attendance Data



Student Achievement

D 2017-18
GRADE

47

PERFORMANCE GRADE SCORE

D 2017-18
EOG MATH GRADE

51

EOG MATH GRADE SCORE

 Growth Exceeded

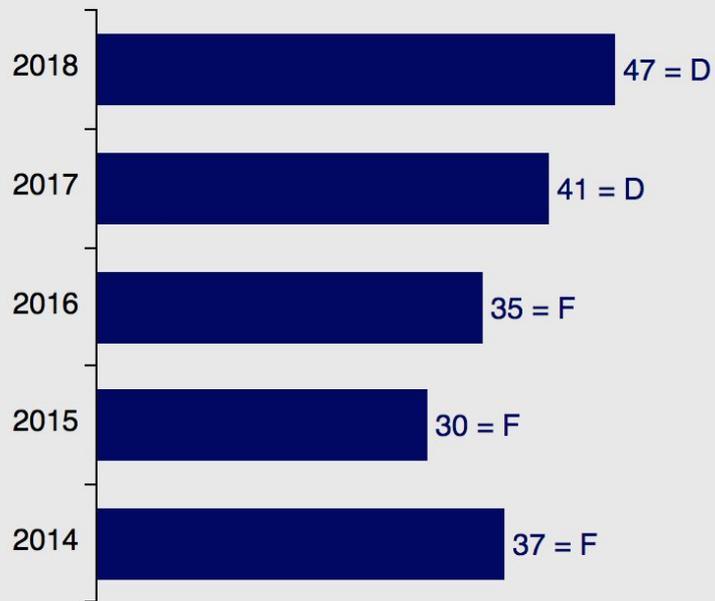
F 2017-18
EOG READING GRADE

38

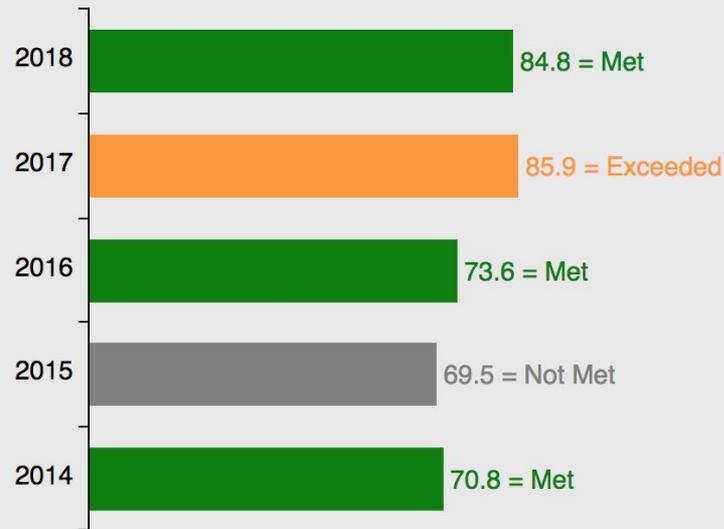
EOG READING GRADE SCORE

 Growth Met

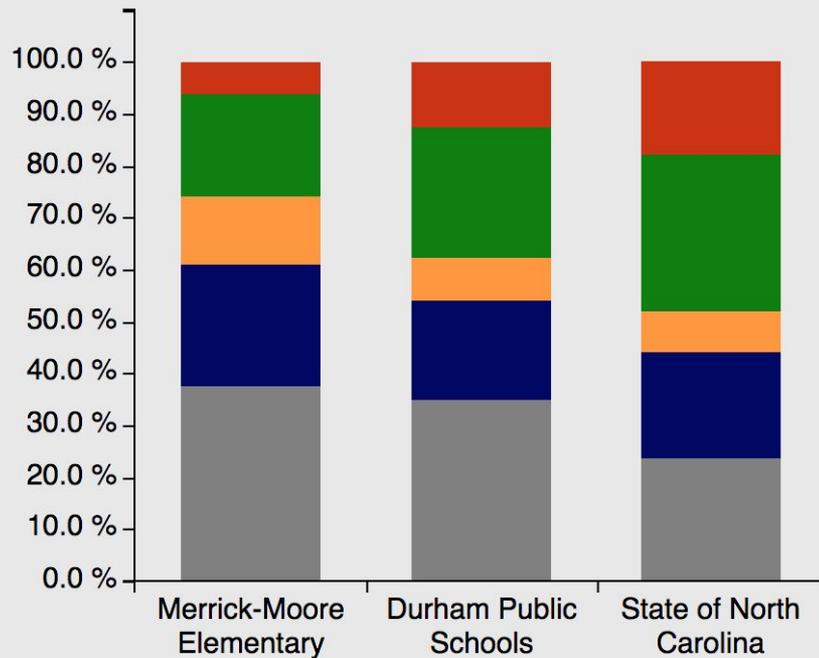
Performance Grade Score History.



Academic Growth History.

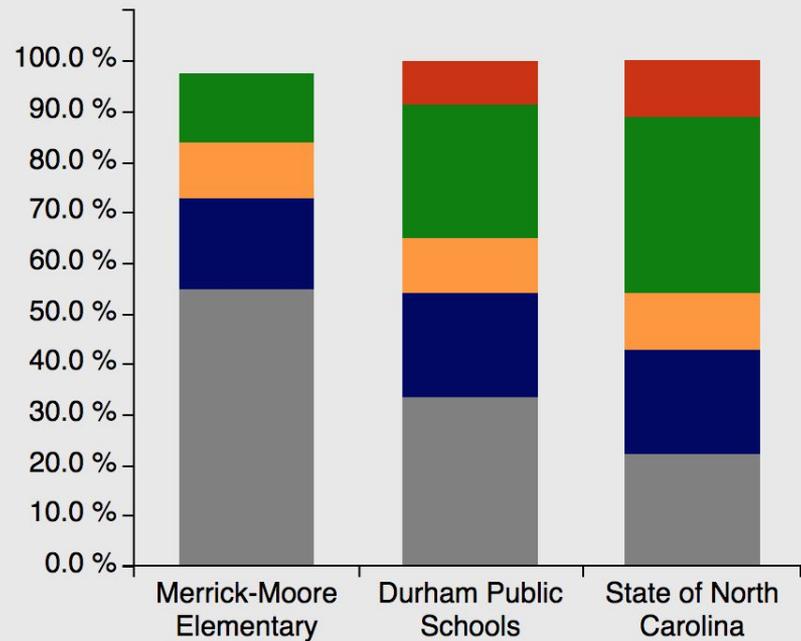


Math Performance ⓘ



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

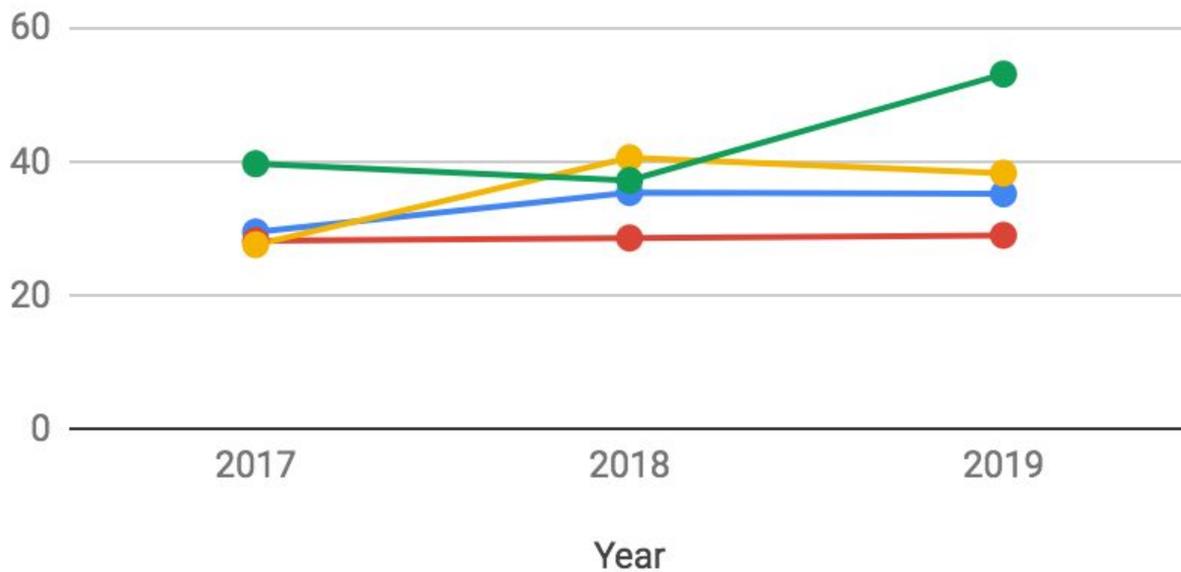
English Language Arts/ Reading Performance ⓘ



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

EOG Proficiency

● Overall ● Reading EOGs ● Math EOGs ● Science EOGs





ROAR WITH PRIDE

**4 YEARS OF GREATNESS
AT MERRICK-MOORE (2016-2019)**

- One of a few schools to achieve four consecutive years of EOG Proficiency gains.
- Proficiency rate has doubled.
- Suspensions dropped by almost 90% increasing instruction by 2,000 hours annually.
- Met or Exceeded Academic Growth EACH year.
- Teacher Working Conditions results exceed Durham and NC averages EVERY year.

Our Tigers aren't finished yet.
We're dreaming crazy dreams in 2019-20. Let's do this!

Teacher Working Conditions Survey

2019 TWC Positive Themes

- MM is a good place to work and learn (96.5%).
- Teachers feel like they have the resources and facilities they need to work effectively with students.
- The community is supportive of our school.
- MM works to communicate with parents through multiple methods and frequently.
- Teachers are encouraged to participate in school leadership roles and are involved in school improvement planning.

2019 TWC Trends

- Time
 - 25% would like more time to collaborate with colleagues.
 - 51% would like more non-instructional time.
 - 34% would like additional time to meet the needs of students.
- Student Conduct
 - 38% think students at MM do not follow rules of conduct.
 - 30% think administrators do not consistently enforce student conduct.

2019 TWC Trends

- Teacher Leadership
 - 24% think teachers are not trusted to make sound professional decisions
 - 26% think teachers are not relied upon to make decisions on educational issues
 - 32% think the school does not have a process for making group decisions to solve problems

Recruitment

The majority of the recruitment for Durham Public Schools and Merrick-Moore Elementary School begins in the district human resources office.

The district holds job fairs two times per year, one in the spring and one in the late summer. Invitations to this job fair are sent to local university education programs and are posted on the district website.

Some staff members are recruited by our partnerships with local universities. Merrick-Moore has hosted student teachers from UNC-Chapel Hill and Duke University, and some of our teachers have been hired through these experiences.

Selection

For the most part, staff members are selected by the individual principal, along with his or her administrative team. At Merrick-Moore, Mr. Hunt invites the assistant principals and instructional coaches to serve on most of the interview teams.

When the team has decided they want to hire a particular staff member, three telephone references must be completed. Then, the principal sends the candidate name to the district human resources for next steps (background check, licensure check, etc.).

Induction/Orientation

Every staff member that is hired by Durham Public Schools attends a day-long orientation at the district office. This is where benefits and district policies are discussed. Staff members also receive information about pay at this event.

New classroom teachers to the district also have a three-day orientation at the district office, where district officials present professional development on behavior management, curriculum, etc.

At Merrick-Moore, we do an afternoon of orientation for our new to MM staff members, where we present information surrounding our academic expectations, behavior plans, and other non-negotiables for our staff.

Staff Development

This year, at Merrick-Moore, we have developed three tracks for professional development this year: technology, Teach Like a Champion (management) strategies, and literacy. Teachers and staff members had the opportunity to choose which track they would prefer to participate in this year. School leaders, instructional coaches, and teachers leaders are leading this PD.

This PD occurs on each of the early release days for two hours. There are 8 early release days throughout the school year.

There is also PD throughout the school year, as needed. For example, next week, on a Wednesday afternoon, we are presenting on interactive word walls, because we have noticed their development to be a challenge in our school.

Supervision/Evaluation/Action Plans

The administrative team and instructional coaches work together to supervise and evaluate staff members at Merrick-Moore. There are six people who participate in walkthroughs for staff members on a weekly basis, and there are five people who do formal observations. Walkthrough feedback is sent directly to teachers using a Google Doc, and observations are completed through NCEES. Each teacher receives walkthrough feedback at least one time per week and are formally observed two to four times, depending on their evaluation cycle.

This year, Merrick-Moore has two Kindergarten teachers on an action plan. We are working closely with these teachers to improve their practice.

Instructional Time

The entire Merrick-Moore family works together to maximize instructional time for each of our students. We have implemented “Every Minute Matters” in our classrooms, where teachers make sure they are using every single minute for instruction, such as transitions, bathroom breaks, etc. Most teachers use this time for fluency and phonics practice.

Each of our grade level teams has common planning time each day, and they spend one day a week on kid/data talk. This data talk informs instructional planning. Our instructional coaches attend these planning meetings and provide leadership in this arena.

Personal Analysis

I believe that Merrick-Moore uses good human resource practices and yet, there is still much room for improvement in this area. Because of our School Improvement Grant (SIG) and the resources that come with this grant, we are able to recruit talented and qualified staff members. I would like for the selection process to include more staff members, including classroom teachers and support staff. I also believe we need to be more intentional at hiring staff members of color, as our staff and student demographics do not line up very closely. Finally, we need to use our partnerships with UNC-Chapel Hill and Duke University to recruit teachers, especially mid-year hires, which are vacancies that we find are very difficult to fill.