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Subject: MM Weekly News - SOW: Common Assessments
Date: February 7, 2020 at 12:54 PM
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MH

Tuesday, February 11th – AIG Night

Wednesday, February 12th – REGULAR School Day

Friday, February 7th

Our 2018-19 Team Goals

- 1. Attendance – our student and staff attendance rates will exceed 95% & 97%, respectively.** *We will be here for our students every minute of every day.*
- 2. Staff Satisfaction Rates – 90% of our staff and school community will believe that MM is a “good place to work and learn.”** *We will teach and lead like champions – together.*
- 3. Make the Call – EVERY staff member will make a positive phone call EVERY week.**
- 4. Student Growth – EVERY teacher will meet or exceed expected growth.** *Be uncommon.*
- 5. ELA Proficiency – Increase grade level proficiency by 10%.**

Wednesday’s TSQR Visit

Thanks again for your incredible work last week. The DPI team will prepare a comprehensive report about our school community’s progress in the coming months. Ms. Boyd will be able to share the entire report at that time. In the meantime, here were the major takeaways.

Strengths

- Warm, inviting atmosphere from the moment you walk in the building
- Happy, thriving students
- An atmosphere of “team-first”
- Smart, hard-working teachers who care about ALL kids
- Evidence of differentiated, data-driven PD
- Teacher leadership and efficacy at an unprecedented level
- Teacher-informed input regarding the sustainability plan

Areas for Improvement

- Our teachers participate in so many initiatives – keep work-life balance in mind
- Clearly define SIG roles, as team members wear many hats
- Continue to perfect the MTSS process and ensure interventions are implemented and measured

Transfer Process

DPS shared the following information with principals this week. For those new to the process, DPS employees have the option to place their names on an annual transfer list. While we hope Merrick-Moore is always the first DPS choice, teachers and staff may follow the procedures below. As stated below, staff members must complete the online

[TRANSFER FORM](#) in order to be considered for 2020-21 vacancies at other DPS schools.

Durham Public Schools Transfer Process 2020-2021

- February 6, 2020 - District-wide transfer window opens.
- March 6, 2020 - District-wide transfer window closes.
- March 6, 2020 - District-wide transfer list will be sent to all Principals.

- March 7 & April 4, 2020 - District-wide Teacher Career & Transfer Fairs
- June 30, 2020 - The transfer process will be completed.

The DPS Transfer Process is open to eligible DPS employees who wish to request a transfer from one school site to a different school site for the 2020-2021 school year. Teachers and classified staff request transfers for many reasons, and anyone interested may complete the online transfer request form by March 6, 2020.

***PLEASE NOTE – A vacancy does not have to exist in order to request a transfer. We will not accept requests after the March 6 deadline. Vacancies are often unpredictable and arise throughout the year. If employees are interested and eligible to transfer, they must complete a transfer request prior to March 6, 2020. Multiple schools may be requested.**

2020-2021 TRANSFER FORM

Transfer Eligibility

- **Eligible Employees:** Beginning Teachers 1-2-3, initial/continuing license, and classified staff *are* eligible for transfers.
- **Non-eligible Employees:** Lateral Entry Teachers; Teachers on emergency permits; Teachers who received a “Developing” rating on their most recent *summative* evaluation; employees on monitored or directed plans, or with performance issues.
- **Interim Employees:** Temporary or employed for 6 months or less, or taking the place of an employee who is on a leave of absence, are not eligible for a transfer.

Additional Guidelines

- A list of employees who have requested and are eligible for transfers will be provided to principals by March 6, 2020. **Employees will not be considered for a transfer if their names are not on the transfer list.**
- **A transfer request can be submitted for interested schools even if there are no current vacancies.**
- Employees interested in transferring are encouraged to attend the DPS Teacher Career and Transfer Fairs to be interviewed by the principals of the schools in which they are interested. Attendance at the transfer fair is not mandatory. However, if you are not able to attend the fair, you will need to contact principals/school administration directly for the schools in which you’re interested to schedule a time for an interview.
- There is no limit to the number of schools someone can talk with at the transfer fair.
- Eligible employees interested in a transfer must check the job postings on Applitrack regularly and contact the appropriate school’s administration to schedule a time for an interview. Human Resource Services does not match employees interested in a transfer with vacant positions.
- Transfer requests received will be considered by principals looking to fill vacancies at their schools; however, there is no guarantee that a request will be approved. Employees do not lose their position at their current school by placing his/her name on the transfer list; if you’re not selected/approved for a transfer to a different school site, then you will remain at your current school for the 2020-2021 school year.
- Transfer process should be completed by June 30, 2020. **Any transfer recommendation received after the window closes, will be considered on a case-by-case basis.**

DPS Teacher Recruitment Fair 2020 for Year Round and Early Start Schools

Saturday, March 7, 2020

9:00 am – 12:00 noon

DPS Teacher Recruitment Fair 2020 for Traditional Calendar Schools

Saturday, April 4, 2020

9:00 am – 12:00 noon

Retention Process

With the 3rd quarter underway, any conversations about student retention should be occurring already. In past years, some conversations started in the Spring, which is too late. Below, you'll notice that a retention decision requires certain actions in every marking quarter. Please read the policy and action steps below, as well as the attached checklist. If you have any questions, please reach out to Ms. Conner or a MTSS team member ASAP. **Please do NOT inform a parent that you're considering retention, or send any retention documentation home, without notifying Ms. Conner, Ms. Mullaney, and me first.**

K-8 Retention Checklist (Principals)

Refer to Board Policy 3227

The following section will provide detailed information on the steps that must be completed to be in compliance with state and local policies; but also to increase and to ensure high levels of parental communication.

Action	Timeline	Purpose
Intervention Plan (Group or Individual)	During 1 st quarter or after the 1 st nine weeks in school/classroom (for transient students)	To start the process of systematically addressing the student's academic and social needs, thus providing as much time as possible to support the student. This is required by Board Policy 3240.
Initial Notice of Possible Retention (Conference or Letter)	At the end of Quarter 1 or during Quarter 2	To inform the parent that there are academic concerns and that retention is being considered. This is part of Board Policy 3227 Academic Standards for Promotion (Grades K-8).
Parent Conference & Intervention Plan Review	Prior to the end of the 1 st Semester	To inform the parent that there continues to be academic concerns and provide the parent with the details of what interventions are currently being utilized to address the student's needs. This is part of Board Policy 3227.
Second Notice of Potential Retention (Letter)	During 3 rd Quarter by the end of the 3 rd Quarter	To inform the parent that there continues to be academic concerns and that retention is being considered. This is a required part of Board Policy 3227.
Teacher Preparation for Retention Decision School Process for Retention Consideration	Following Week 5 of the 4 th Quarter	Classroom teacher is to prepare data and information for the retention decision. <ul style="list-style-type: none"> • Report cards • Local assessment results • Standardized tests • MTSS Tier III meeting documentation and plan • Student work sample (portfolio)

		<p>It is recommended that a team determine the long term value and impact of retaining the student. A variety of data should be used to determine if retention is a quality intervention for the student. Members of the committee should be:</p> <ul style="list-style-type: none"> · Classroom teacher · MTSS Facilitator · Any interventionist working with student · EC teacher (if has IEP) · ESL teacher (if has LEP) · Principal or Designee · Any other staff member who has worked with the student
Formal Notice of Retention (Principal Letter)	By the last day of the school year	It is recommended that the retention decision be shared with the parent prior to written notification being sent. In writing, the school informs the parent/guardian that the student will be retained.
Parent Response	<p>Parent Accepts/No Appeal</p> <p style="text-align: center;">OR</p> <p>Parent Rejects/ Appeal Process (formal request must be submitted in writing within 3 days of the end of the school year)</p> <p>If the parent/guardian of a retained student would like to appeal the decision to retain the student, then the appeal steps should be followed. This is required by board policy 3227.3 <i>Student Assessment Review</i>.</p> <p>-</p>	<p>Appeal Steps</p> <ol style="list-style-type: none"> 1. A parent may initiate a retention review hearing by requesting, in writing, to the principal within three (3) days of the last day of school for students, a Student Assessment Review. 2. The review committee will be appointed by the school, and will be comprised of the student's teachers and principal. Special education personnel must be included if the student is identified as a Student with Disabilities. English as a second language staff must be included if the student is identified as LEP. 3. The student and the student's parent/guardian shall be invited to the review and allowed to speak on the student's behalf. The parent/guardian may submit additional information for review. 4. The review committee will be convened to determine whether the student met promotion requirements. 5. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: NC End-of-Grade tests, district assessments, student portfolio of work, and report card grades. Additionally, the team may consider information from parents; an IEP or Intervention Plan, if applicable; and any other information tending to verify that the student is proficient. 6. The recommendation of the review

		committee is subject to the principal's authority to grade and classify students (G.S. 115C288(a)). A decision to retain or promote a student may be appealed to the Board as provided in the Student/Parent Grievance Policy 4800, which allows a student, parent, or guardian to initiate the grievance procedure when there is evidence that a final administrative decision has violated a board policy or regulation and procedure, or state or federal law or regulation.
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Formal Documents

- Initial Notice of Possible Retention: End of 1st Quarter or during 2nd Quarter
- Second Notice of Possible Retention: By the end of the 3rd Quarter
- Final Retention Letter : By the last day of the school year

Employee Inclement Weather Procedures

When inclement weather occurs, school districts face tough decisions regarding school closures, delayed openings, or early dismissals. Our guiding principle is to ensure the safety of our students and staff, and we strive to make the best possible decisions using all available information. Announcements of school closings are made on our website, local radio and TV stations, and through district email and SchoolMessenger, no later than 6:00 am. The following section describes the general procedures for employees to follow on days when inclement weather causes a change in school schedules. Employees always have the right not to report to work if they feel conditions are unsafe for travel. The principal/supervisor must be contacted and informed of the employee's intentions.

Potential schedule changes due to inclement weather:

- Delayed School Opening - The delay is to assist school buses, student drivers, and our custodial and maintenance staff as they work to prepare our campuses. All employees should report to work as close to their normal schedule as possible, and at least 15 minutes prior to students' scheduled arrival time.
- Early Dismissals - An early closing is to accommodate school buses and assist our high school student drivers. All employees should follow their regular hours unless specific directions are otherwise provided by the Superintendent.
- No School for Students. All employees should follow the directions listed below, unless the weather is of such a nature that it is declared unsafe for anyone to travel. In this event, a separate announcement concerning employees will be made using the methods listed above.

Options for staff during school closures, delayed openings, or early dismissals:

Ten Month Employees:

If school is canceled for the day, 10-month employees, including teachers and other 10-month instructional staff, should report to work at the normal starting time OR select one of the following options (the principal/supervisor must be contacted and informed of the employee's intentions):

- Take accumulated annual (vacation) leave
- Take accumulated bonus leave
- Take accumulated personal leave, if available (teachers only)
- Take leave without pay
- Use compensatory time already accumulated (non-exempt employees)
- Make arrangements to make up the time missed

Eleven and Twelve Month Employees:

If school is canceled for the day, 11 and 12 month employees, including Central Services staff, should report to work at the normal starting time OR select one of the following options (the principal/supervisor must be contacted and informed

of the employee's intentions):

- Take accumulated annual (vacation) leave
- Take accumulated bonus leave
- Take leave without pay
- Use compensatory time already accumulated (non-exempt employees)
- Make arrangements to make up the time missed

Additional Information:

- Please note that some employees are considered "essential staff" and are expected to report to work to assist with weather emergencies.
- If an employee elects to make up time, it must be at a mutually agreed upon time between the employee and the immediate supervisor. For school year employees, it must be within the regular school year employment calendar. If an employee is absent on an inclement weather day without receiving his/her principal or immediate supervisor's approval to use one of the above options, the employee will be considered absent without pay.
- There may be times when the Superintendent determines that conditions are too severe and are unsafe for both students and staff. When this occurs, there may be additional options announced for addressing the missed days, giving the greatest weight to how to best maintain the opportunity and environment for student learning.
- Some employees have inquired about lost time due to the Governor declaring a "State of Emergency". Please see verbiage below from the state's HR policy regarding adverse weather:

"Declaration of a State of Emergency: Under certain adverse weather conditions, the

Governor may issue a declaration of a "State of Emergency." The declaration of a "State of Emergency" by the Governor does not impact an agency head or designee's authority and responsibility for making decisions related to agency operations during adverse weather conditions. During a "State of Emergency," non-mandatory employees are strongly encouraged to stay off the road unless it is an emergency travel situation and will be expected to follow the provisions of the adverse weather policy for accounting for lost time from work."

MM's Black History Month Celebration Calendar of Events

BLACK HISTORY MONTH
February
Mark Your Calendars for Our Upcoming Events!

THURSDAY 20	MAKER SPACE Media Center, 4:00-6:00 PM For 3rd-, 4th-, and 5th-grade students and their parents or family members who want to work on their Black History Month classroom projects. Free project supplies and pizza!	
MONDAY 24	KINDERGARTEN Publishing Party K Classrooms, 11:45 AM-12:25 PM Celebrate the completion of our Informational Writing unit on influential Black men and women in History.	FIRST-GRADE Publishing Party 1 st Classrooms, 12:45 PM-1:30 PM Celebrate the completion of short informational books on influential Black men and women in History.
TUESDAY 25	SECOND-GRADE Taste, Test & Publishing Party 2 nd Classrooms, 12:00 PM-12:45 PM Celebrate the completion of our Opinion Writing unit. Join our taste test of George Cui's Ramen (wee-wee-the-potato-chip) and share your opinion on the best tasting potato chip!	THIRD-GRADE Talking Quilt Art Exhibit Feb. 20 th (Maker Space), 4:00 PM-6:00 PM Throughout the month, 3 rd grade students will participate in a special project that combines story-telling, writing and art-making. Students will work with Ms. Anderson, MEd art specialist, and Delany Sui, a teaching artist from the Durham Arts Council!
WEDNESDAY 26	FOURTH-GRADE Black History Research Banners 4 th Classrooms, 1:00 PM-2:50 PM View an exhibit of Black history banners created as part of our Writing unit in Information/Expository texts! Join our Maker Space for additional support!	In Art Class, students will make a quilt square to tell about a family story or personal narrative by painting cut fabric to create a simple picture. Together their art will make a large-scale "Talking Quilt" that will be on display! Join us on Feb. 27 during the Maker Space to contribute to this special project!
FRIDAY 28	FIFTH-GRADE Wax Museum	Gym, 9:00-10:00 AM & 12:05-1:05 PM See History come to life in this biographical interactive student exhibit! Celebrate the completion of student research projects. Families will have the opportunity to "meet" historical figures chosen by students. Get your camera ready! Join our Maker Space for additional support!

Look out for more information coming soon in your child's backpack!

Merrick-Moore Elementary
MAKER SPACE
Explore, design, & create!

Escuela Primaria Merrick-Moore
ESPACIO CREATIVO
Explorar, diseñar, y Crear!

FAMILY WORKSHOP
Making Black History Month Classroom Projects
Thursday, February 20, 4 - 6 p.m.
In the Media Center
Free dinner provided!

TALLER FAMILIAR
Creando proyectos del mes de la Historia Afroamericana
Jueves, 20 de febrero de 4 a 6 pm.
En la biblioteca de la escuela
¡Se proporcionará cena gratis!

What is a Maker Space?
A Maker Space is a place to make, discover, invent, and learn! It is a place where students can use their imagination and creativity to create something new. It is a place where students can learn about the world around them and how to solve problems. It is a place where students can learn about the history of the world and how it has changed over time. It is a place where students can learn about the future and how they can make a difference in the world.

Our in an evening student!
Students will be able to create a quilt square to tell about a family story or personal narrative by painting cut fabric to create a simple picture. Together their art will make a large-scale "Talking Quilt" that will be on display! Join us on Feb. 27 during the Maker Space to contribute to this special project!

Strategy of the Week – Common Assessments

The MM common assessment window is quickly approaching (February 24 – 27). In most grade levels, the vast majority of content is taught by spring break. As we approach March, common assessments should resemble the year's summative assessments more and more. For EOG courses, I recommend that assessments feature approximately 15-20 questions, with approximately 50% featuring previously taught power standards. Based on CASE results, teams should identify and review heavily tested concepts that were areas of concern on Case #2. This approach may be used for any

grade level and content area. **Please email your February common assessments to me as soon as they're completed.**

11 Qualities of Effective Common Formative Assessments

(Adapted from Common Formative Assessment: A Toolkit for PLCs at Work)

Common Formative Assessments should be created before unit instruction begins.

Obtaining information quickly and easily is essential. Assessment data is only valuable if 1) you are willing and able to collect it and 2) you can act on it in a timely manner.

Write your assessments and scoring rubrics together.

Assess the learning targets that you identified as essential.

Ask multiple questions for each learning target. This allows students to demonstrate mastery, even if they miss a question. Also, poorly written questions won't impact your data sets.

Test mastery of no more than 4 or 5 learning targets per assessment. A manageable number of learning targets allows us to better inform future instruction and differentiation needs. **This number should be increased at this time of year.**

Clearly tie every single question to an essential learning target. This makes tracking mastery by student and standard possible. Your data sets have more meaning when you can spot patterns in mastery at the target – instead of just the question.

When writing multiple choice questions, use wrong answer choices to highlight common misconceptions. The patterns found in the wrong answers of well-written assessments can tell you just as much as the patterns found in the correct answers.

When writing constructed response questions, provide students with enough context to be able to answer the question.

Higher level questions should ask students to apply knowledge and/or skills in new situations. A higher level question that asks kids to apply knowledge in the same way as they have practiced before can become a lower level question.

Other tips

- a. Provide opportunities for success for all students.
- b. Occasionally include questions connected to unrelated standards that were covered early in the year. Be strategic.

2019-20 Calendar

Tuesday, February 11th – AIG Night (5:30 p.m.)

Wednesday, February 19th – Progress Reports Distributed & Eureka Coaching Day & MM PD Day

Thursday, February 20th – Family Night (4:00 p.m. – 6:00 p.m.)

Friday, February 21st – Evening of Entertainment

Monday, February 24th – Friday, February 28th – Parent/Teacher Conferences

Monday, February 24th – Thursday, February 27th – *MM Common Assessment Window*

Wednesday, February 26th – Leadership/SIT Meeting

Saturday, February 29th – Duke University Beautification Day at MM (1 – 4 p.m.)

March – CogAT testing (dates TBD)

Monday, March 2nd – Friday, March 6th – Read Across America Week

Monday, March 2nd – PTA Meeting (5:30 p.m.)

Wednesday, March 4th – Faculty Meeting & Tornado Drill & Eureka Coaching Day

Saturday, March 7th – Multicultural Festival (9:00 a.m. -12:00 p.m.)

Wednesday, March 11th – Early Release Day & MM PD Day

Tuesday, March 17th – Out Teach PD for Out Teach Team

Wednesday, March 18th – Eureka Coaching Day

Friday, March 20th – Faculty Basketball Tournament with Bethesda, Oak Grove, and Glenn (@ Southern) (6 p.m.)

Monday, March 23rd – Thursday, March 26th – *Tentative Q3 Case Window*

Tuesday, March 24th – NC Symphony Trip

Wednesday, March 25th – SIT Meeting

Thursday, March 26th – End of Q3

Friday, March 27th – Teacher Workday

Wednesday, April 1st – Faculty Meeting

Thursday, April 2nd – Math & Science Night (5:00 p.m. – 7:00 p.m.)

Friday, April 3rd – Grades Due by 3 p.m. & Q3 Awards Assemblies

Saturday, April 4th – Optional Saturday PD

Monday, April 6th – PTA Meeting (5:30 p.m.)

Tuesday, April 7th – Report Cards Distributed

Wednesday, April 8th – Eureka Coaching Day

Friday, April 10th – Teacher Workday

Monday, April 13th – Thursday, April 16th – NO SCHOOL (Spring Break)

Friday, April 17th – Teacher Workday & All-County Chorus

Tuesday, April 21st – Friday, April 24th – EOY Case Window

Wednesday, April 22nd – Eureka Coaching Day & MM PD Day

Thursday, April 23rd – Coffee with Families (English Session)

Friday, April 24th – Café con las Familias (Spanish Session) & Progress Reports Distributed

Wednesday, April 29th – SIT Meeting

Friday, May 1st – Field Trip Deadline

Monday, May 4th – PTA Meeting (5:30 p.m.)

Wednesday, May 6th – Early Release Day

Thursday, May 7th – Field Days (K-2) & ESL Parent Night (5:00 p.m.)

Friday, May 8th – Field Days (3-5)

Monday, May 11th – Friday, May 22nd – EOY Istation Window

Tuesday, May 12th – Out Teach PD for Out Teach Team

Wednesday, May 13th – Faculty Meeting & Eureka Coaching Day

Tuesday, May 19th – Spring Concert (5:30 p.m.-7:00 p.m.)

Monday, May 25th – NO SCHOOL (Memorial Day)

Wednesday, May 27th – SIT Meeting

Wednesday, June 3rd – Faculty Meeting & Yearbook Signing Party

Thursday, June 4th – Safety Patrol Celebration (1:30 p.m.)

Monday, June 8th – Grades Due by 3 p.m.

Tuesday, June 9th – End of Year Celebration

Wednesday, June 10th – 5th Grade Promotion Ceremony

Thursday, June 11th – Last Day of School, Reports Cards Distributed, Kindergarten Celebration & Early Release

Friday, June 12th – Teacher Workday

Monday, June 15th – Teacher Workday



Retention
Checklist.docx



Retention Letter (English
and Spanish).docx

