

School Improvement Plan

Merry Oaks International Academy of Learning



2014-2016

2014-2015 *through* 2015-2016

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 28, 2015
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Merry Oaks International Academy Contact Information			
School:	Merry Oaks International Academy	Courier Number:	453
Address:	3508 Draper Avenue	Phone Number:	980-343-6422
	Charlotte, NC 28205	Fax Number:	980-343-6505
Learning Community	Northeast- Garinger Feeder	School Website:	http://schools.cms.k12.nc.us/merryoaksES/Pages/Default.aspx
Principal:		Michael A. Turner-Interim	
Learning Community Superintendent:		Charity Bell	

Merry Oaks International Academy School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Interim Principal	Michael A. Turner-Interim	michaela.turner@cms.k12.nc.us	10/05/15
Principal	Philip A. Steffes	philip.steffes@cms.k12.nc.us	8/18/15
Assistant Principal Representative	Pamela Bland Bostick	pamela.bland-bostick@cms.k12.nc.us	8/18/15
Teacher Representative	Becky Brody-Parker	rebeccad.brody-parker@cms.k12.nc.us	8/18/15
Inst. Support Representative	Veronica Kodzai	veronica.kodzai@cms.k12.nc.us	8/18/15
Teacher Assistant Representative	Myrna Yupanqui	myrna.yupanqui@cms.k12.nc.us	8/18/15
Parent Representative	Whitney Fisher	whitneyh.fisher@cms.k12.nc.us	8/18/2015
Staff Representative	Ronald Monroe	ronald.monroe@cms.k12.nc.us	8/18/15
Community Representative	Linda Davis	ldavis604@aol.com	8/18/15

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: We focus on quality: Doing the right thing, the right way, at the right time, every time.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Our mission at Merry Oaks is to develop 21st century knowledge, build character, and instill an ambition toward graduation and continual learning for all students within a safe, supportive and orderly learning environment.

Merry Oaks International Academy Shared Beliefs

- We believe we will prepare each child to compete globally.
- We believe in the academic success for each child.
- We believe that all children will graduate.
- We believe that every child will be productive and contributing members of the learning community and to our society.
- We believe that every member of the school community will exhibit good character and environmental stewardship.

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Merry Oaks International Academy SMART Goals

- Provide a duty free lunch period for every teacher on a daily basis under G.S> 115C-105.27 and 301.1, with the goal of providing an average of at least five planning times per week, to the maximum extent that the safety and proper supervision of students may allow during the regular student contact hours.
- Provide duty-free instructional planning for every teacher under G.S> 115C-105.27 and 301.1, with the goal of providing an average of at least five planning times per week, to the maximum extent that the safety and proper supervision of students may allow during the regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Increase student achievement, proficiency and growth levels, for reading to 60% proficiency rate for all students Pre-K thru Fifth grade with the remaining 40% achieving a minimum of 1 to 1.5 years growth.
- Increase student overall math proficiency to 80% on levels 3,4,5 and 70% achieving levels 4 and 5 in grades 3-5. All K-2 students demonstrating 1yr or > growth.
- Increase student overall science proficiency to 70% scoring level 4 or 5 with the remaining 30% scoring level 3.



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Merry Oaks International Academy Assessment Data Snapshot



Charlotte-Mecklenburg Schools: School Improvement Plan
Comprehensive Data Snapshot
AMO Target Summary 2014-2015

Merry Oaks International Academy

Reading	ALL	AMIN	ASIA	BLACK	HISP	MULT	WHITE	EOS	LSP	SWD	AUG
Participation Denominator	323	0	33	114	167	3	5	241	140	37	3
Participation Percent	100	0	100	99	100	0	0	100	99	100	0
Participation Status	Met	—	Met	Met	Met	Unmet	Unmet	Met	Met	Met	Unmet
Proficiency Denominator	255	0	25	99	152	3	5	215	120	35	3
Proficiency Percent	19.4	0	0	20.2	17.8	0	0	15.3	10.8	5.7	0
Goal Percent	55.1	0	69.3	40.4	43.0	56.5	65.2	42.9	27.6	20.3	92.5
Proficiency Status	Not Met	—	Unmet	Not Met	Not Met	Unmet	Unmet	Not Met	Not Met	Not Met	Unmet

Math	ALL	AMIN	ASIA	BLACK	HISP	MULT	WHITE	EOS	LSP	SWD	AUG
Participation Denominator	323	0	33	114	167	3	5	241	140	37	3
Participation Percent	100	0	100	100	100	0	0	100	100	100	0
Participation Status	Met	—	Met	Met	Met	Unmet	Unmet	Met	Met	Met	Unmet
Proficiency Denominator	255	0	25	99	152	3	5	215	120	35	3
Proficiency Percent	26.5	0	0	25.3	29.5	0	0	23.0	27.5	5.6	0
Goal Percent	53.9	0	77.0	37.5	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	—	Unmet	Not Met	Met/CI	Unmet	Unmet	Not Met	Met/CI	Met/CI	Unmet



Science	ALL	AMIN	ASIA	BLACK	HISP	MULT	WHITE	EOS	LSP	SWD	AUG
Participation Denominator	107	0	10	44	45	3	2	79	32	16	3
Participation Percent	100	0	0	100	100	0	0	100	100	0	0
Participation Status	Met	—	Unmet	Met	Met	Unmet	Unmet	Met	Met	Unmet	Unmet
Proficiency Denominator	102	0	5	42	45	3	2	75	29	16	3
Proficiency Percent	40.2	0	0	32.6	45.7	0	0	32.0	0	0	0
Goal Percent	61.5	0	76.5	46.0	51.7	63.3	71.7	50.0	33.2	26.4	94.4
Proficiency Status	Not Met	—	Unmet	Not Met	Met/CI	Unmet	Unmet	Not Met	Unmet	Unmet	Unmet

Attendance	ALL	AMIN	ASIA	BLACK	HISP	MULT	WHITE	EOS	LSP	SWD	AUG
Rate	92.2	—	—	—	—	—	—	—	—	—	—
Status	Met	—	—	—	—	—	—	—	—	—	—

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Merry Oaks International Academy Profile

This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.

- At Merry Oaks, we have 745 students enrolled in Pre-K – 5. Pre-Kindergarten has a total of 65 students, and Kindergarten thru 5th grade has 680 students enrolled. 323 of our students, or 47.5%, are identified LEP/ESL. 222 of our students are African Americans. The other large groups represented in our school community include Burmese and Vietnamese. 49 of our students are currently identified as Students with Disabilities.
- Based on our End of Year data and our School Self Evaluation, our staff development will focus on continuing vocabulary development with using Making Meaning (Reading) and ExC-ELL in all other content areas.
- Continue effective implementation of Spencer Kagan Strategies and the use of Teaching the Principles of Love and Logic in conjunction “STARS” our positive school culture/climate can be maintained. As a result of Love and Logic we have decreased the number of referrals from 169 in 2013-2014 to 27 in 2014-2015.
- Meaningful technology integration into all content areas with 1 to1 initiative, increasing effective implementation of the Balanced Literacy Framework, increase the use of data to direct standards based instruction while achieving academic growth in reading, math, and science.
- Based on the 2014-2015 End of Grade Assessments, our overall school composite was 28.7% (CCR) proficient.
- Based on the 2014-2015 End of Grade Assessments, 18.6% of our students attained CCR proficient level in reading. We need to continue to work towards effectively implementing the components of balanced literacy framework and using ESL and EC to support further development of content vocabulary in social studies and sciences and with informational text.
- Based on 2013-2014 End of Grade Assessments, 34.9% were proficient (CCR) level in math.
- According to Reading 3D BOY and EOY Scores, student reading achievement continues to improve, but remains a critical area of focus; kindergarten showed the most significant learning gains within the school.
- Currently 82.4% of teachers are deemed Highly Qualified.



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- Based on the new CMS guidelines, our school is recognized as having more than 90% of our students as Economically Disadvantaged. Merry Oaks partners with the following: Caldwell Memorial Presbyterian, City Church, Holy Trinity Lutheran Church and Holy Episcopal Church School, UNCC, CPCC, Greater Enrichment Program (GEP), Performance Learning Center, Communities in Schools, Arts and Science Council, Foundation for a Better Life, International House, Public Library of Charlotte, Bright Beginnings, Promising Pages, Wolf Trap Visiting Artist Program, Classroom Central, Chris Canty Foundation and Latin American Women's Association (LAWA), and Loaves and Fishes Food Pantry.
- Merry Oaks Teachers are participating in an ongoing book study to better collaborate with the community and parents. A survey was administered to parents to drive the intent and content of the book study to meet the needs of the community. Parent workshops will be provided as a result of survey data to increase impact on student achievement.

Comprehensive Needs Assessment: According to EOY data, 33.6 % of our students are on grade level in reading comprehension in 3rd-5th grades. Based on ACCESS data, 75.2 % of our LEP students' showed growth, which is above the district's average. In math overall, 27.1% of our students are proficient based on EOY data. Our enrollment is currently 680 students, 427 of our students are Hispanic, and 43.4 % of our students are identified as LEP. African Americans comprise 32.3%. Other significant cultural groups represented include Burmese and Vietnamese. 7.7% students are EC.

School Reform Strategies: This is our third year with implementing the Balanced Literacy Program K-5th and with the use of ExC-ELL Seven Step Vocabulary model. Our focus on academic vocabulary is essential due to the varying acquisition levels of our students. This is our sixth year utilizing Spencer Kagan learning structures to support interactive and collaborative learning environments while striving to provide differentiated learning experiences regardless of current level/ability. In addition, a new school-wide behavior plan was developed using the framework of Teaching with Love and Logic. The Kagan strategies and management techniques combine to support development of students who are actively engaged in the problem-solving process through self-monitoring and self-reflection. Each grade level has an intervention time scheduled daily to support enrichment and remediation in literacy and math. Human and material resources are allocated to provide maximum support. In November, each student will have a personal digital device to support their learning. Data for EOG's (3-5), MAP (K-5), and common and interim assessment (K-5) will be utilized to develop digital individualized learning plans which are enhanced with digital resources to support a student learning at their current level.



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Instruction by Highly Qualified Teachers: In grades 2nd -5th, teachers only teach literacy/social studies or math/science. This allows teachers to specialize and become masters of the content with an additional focus on intervention and enrichment. 12 out of 54 of our instructional staff are not highly qualified. Our highly qualified teachers are licensed to teach the subject areas and or grade levels where they are assigned.

High Quality and Ongoing Professional Development: Ongoing professional development is focused on Kagan strategies, Teaching With Love and Logic, technology, MAKING MEANING, Using Data to Drive Instructional Decisions, Balanced Literacy Framework (Conferring), Reader's and Writer's Workshop. A book study of Teaching with Love and Logic was completed in September.

Strategies to Retain and Recruit Teachers: Allowing teachers to be masters of a specific content area provides opportunities for meaningful planning and purposeful professional development that is aligned with content areas. Teachers are provided four full days of planning allowing time to use data to drive instructional decisions. A Principal Advisory Committee (PAC), comprised of all teachers, is used to help assist in with monitoring culture/climate and for determining a plan of action for implementing changes. The Sunshine Committee (Social Committee) is actively engaged providing monthly events for staff participation.

Parent Involvement: We have a new parent advocate who works closely with PTA to coordinate parent events and increase the level of parental involvement. Communities In Schools and the support staff continue to use collaborative partnerships to provide parent information sessions: parenting, EC issues, community resources, and ESL classes for parents. Parents are provided monthly communication that is bilingual. Each month parent events are offered: Open House, Curriculum Night, Math Night, Technology Day, Winter Performance, Mid- Year Student Lead Conferences, Reading Strategies, EOG Night, Beginner's Day, Quarterly Honor Roll Recognition, Book Fair, etc.... As a result of an ongoing book study, a parent panel will participate in a discussion about how to bridge the gap between home and school.

Transition- Pre-K families participate in a home visit and a required orientation to the program prior to attending class. Beginner's Day/Night is held the last Monday of April. This is for upcoming kindergarten students and their families. Parents receive an overall view of kindergarten expectations, required medical documents, and meet the support staff available to support the transition to kindergarten. Fifth grade students participate in a series of trips beginning with a visit to the feeder middle school, high school with a



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culminating trip to UNCC. This introduces them to what is available after elementary school. Each summer, a literacy camp is provided for students making the transition to 2nd and 3rd grades.

Teachers Included in Decisions Regarding Assessments- Weekly planning and SLT provide opportunities for teachers to have input on decisions made regarding when and how assessment will be given. Teachers are given dates when assessments must be administered and they provide rationale input as to times and personnel who will be involved. This year, teachers will become familiar with the DDI (Data Driven Instruction) Model using this to guide their full-day planning sessions follow the backwards design model.

Effective and Timely Assistance to Students Experiencing Difficulty- The school social worker, Communities In School representative, counselor, BMTs, and Parent Advocate collaborate to provide holistic comprehensive support for students in need. Tutoring programs, Operation School Bell and MTSS are effective structures to support students. EC team members work closely with the MTSS lead to ensure protocols are followed and decisions are made in a timely manner.

Coordination of Programs- Second Harvest provides nonperishable items every Friday to students that have been identified. Our social worker identifies and works with homeless families through McKinney Vento. Red Ribbon Week and Bully Prevention Week are facilitated by the counselor. The STARS behavior program promotes character traits and development of effective problem solving skills. Daily character messages through Foundations for a Better Life are used during the news.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service



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Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems

Four focus areas:

- I. Effective and efficient processes and systems
- II. Strategic use of district resources
- III. Data integrity and use
- IV. School performance improvement

Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign

Four focus areas:

- I. Learning everywhere, all the time
- II. Innovation and entrepreneurship
- III. Strategic school redesign
- IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher under G.S. 115C-301.1 on a daily basis to the maximum extent that the safety and proper supervision of the students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Goal 2: Retention

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Lunch Schedule with assigned support staff to relieve teachers.	Principal (Turner-Interim)	Teacher Survey will provide insight regarding whether teachers had duty free lunch Master Schedule	N/A	Teacher Assistants Lunchroom Assistant	Oct. 22 Jan. 20 March 24 June 9
2. Cafeteria Monitor hired that is bilingual and lives in the community.	Principal (Turner-Interim)	Kronos Report Admin Observations	District	Lunchroom Assistant	Oct. 22 Jan. 20 March 24 June 9
3. Provide lessons and reinforce school behavior expectations and procedures which effectively help to eliminate inappropriate behaviors in the cafeteria.	Classroom Teachers, Teacher Asst. (Cafeteria Duty), Cafeteria Monitors	Reduce cafeteria discipline referrals by 45%	N/A	Teachers BMT Administrators	Oct. 22 Jan. 20 March 24 June 9



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent the at the safety and proper supervision of students may allow during regular student contact hours.			
Strategic Plan Goal:	Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.			
Strategic Plan Focus Area:	Goal 5: Effective & Efficient Processes and Systems, Strategic Management of District Resources, Data Integrity and Utilization, School Performance Improvement, Disproportionately			
	<input type="checkbox"/> Enter Kindergarten ready	X Advanced Reading in K-2	X At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	x At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Planning notes and agendas, Teacher Surveys			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Master Schedule- with a minimum of 2 (45m K-2/90m 3-5) facilitated planning sessions per week (ensuring special area classes are covered when a teacher is absent)	Principal (Turner-Interim), Facilitators (Kodzai, Rodney, and Thomas)	CMS Teacher Survey Planning Minutes Teacher Feedback from quarterly Surveys Increase with instructional rigor and student achievement	N/A	All Instructional Staff	Oct. 22 Jan. 20 March 24 June 9
2. Master Schedule- with includes an additional planning session to be used for data/intervention team meeting (1 x 45m K-5) facilitated	Counselors (Passafiume)	MTSS Minutes Referral Rate, Interventions documented	N/A	All Instructional Staff	Oct. 22 Jan. 20 March 24 June 9

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session per week (ensuring special area classes are covered when a teacher is absent)					
3. One full day planning is provided to all teams following the Assessment Cycle (6 total).	Principal (Turner-Interim) Facilitators (Kodzai, Rodney, and Thomas)	Planning Sessions Unit/Lesson Plans Documentation of student groupings	N/A	All Teachers	Ongoing – (6 week assessment cycles)



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence				
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready <input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	SQRL-Discipline Data Reports				
Strategies (determined by what data) a. Task b. Task c. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention • Bully Prevention Week (Oct 21-25) • Foundation for a Better Life Daily Message Video • School-wide Behavior Plan: Love & Logic Principles • Weekly Classroom Meetings	Principal (Turner-Interim) Counselors (Passafiume) BMT (Spruill, and Mahan)	100% of students surveyed would indicate that their school environment is safe with a process dealing with bullying behaviors. Reduction in behavior office referrals by 55%	N/A	All Staff	(Aug - Jun) Daily News
2. Character Education • Monthly STARS Traits • STARS Traits on WMOI News • Character Ed. Lessons	Counselors (Passafiume) Interpreter (Colon & Capote)	Maintain # of Reduction of Referrals Reduce the number of suspensions by 15%	N/A	All Staff	(Aug - Jun) Ongoing

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<ul style="list-style-type: none"> • STARS Incentive • Daily STAR Notes • Pasta for Pennies • Carolina Food Bank Drive 		<p>Increased the number of STARS Notes by 10%</p> <p>Increase the number of STARS incentives by 15%</p>			
<p>3. Healthy Active Child 30 min.</p> <ul style="list-style-type: none"> • Recess Schedule • Wel-net (Fitness Gram) • Girls on the Run 	<p>PE Teacher (Closner)</p> <p>Counselors (Passafiume, Domino)</p> <p>Communities in School (Marta Falcon)</p>	<p>Recess Schedule</p> <p>Data from Wel-net (Fitness Gram)</p>	N/A	<p>Classroom Teachers</p> <p>Support Staff</p>	(Aug-Jun)
<p>4. School Health Team</p> <ul style="list-style-type: none"> • Asthma Crisis Team • Diabetic Awareness • School Crisis Team • Blood Pathogens 	<p>PE Teacher (Closner)</p> <p>School Nurse (McKinnon)</p> <p>BMT (Spruill, and Mahan),</p> <p>First Responder (Fernandez)</p>	<p>Handouts</p> <p>Sign In Sheets</p> <p>Minutes from meetings</p>	N/A	<p>PE Teacher (Closner)</p> <p>Staff</p>	(Aug-Jun)



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SMART Goal (4):	Increase overall proficiency percentage in reading from 18.6 % to 28.6% (CCR) based on North Carolina End of Grade assessments and exceed EVAAS growth overall in 3 rd , 4 th and 5 th grade. Increase K-2 overall proficiency in reading from 50% to 60% as measured by TRC.			
Strategic Plan Goal:	Goal 4: Optimize district performance and accountability by strengthening data use, processes and systems.			
Strategic Plan Focus Area:	Academic Growth,/High Academic Achievement, Access to Rigor, Closing Achievement Gap Learning everywhere, all the time, Strategic School Design			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	TRC data, EOG, EVAAS, MAP, Pre/Post Teacher made Tests, Common and interim Assessments, Progress Reports, Report Cards			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Monitor/analyze data <ul style="list-style-type: none"> • Display data on data walls • Weekly planning with literacy facilitators • Master schedule creates blocks so that master teachers can coach 	Principal (Turner-Interim) Facilitators (Kodzai, Rodney, and Thomas)	Meeting Notes Data Notebooks Lesson Plans Master Schedule Full Day Planning Schedule	N/A	All Teachers Facilitators	Oct. 22 Jan. 20 March 24 June 9



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<p>2. Assign Master teachers to teach literacy,</p> <ul style="list-style-type: none"> •Differentiated lesson plans focusing on developing written expression, vocabulary, higher level questioning •Implement ExC-ELL 7 Steps to increase Vocabulary Acquisition and Use •Integration of literacy throughout all content areas balancing informational and fictional text. Implement Making Meaning on a daily routine. 	<p>Principal (Turner-Interim)</p> <p>Facilitators (Kodzai, Rodney, and Thomas)</p>	<p>Instructional plans will include appropriate levels of Bloom's question stems. The level of student engagement will increase with implementation of Kagan strategies measured by a reduced number of referrals.</p> <p>Use of academic vocabulary will increase in verbal and written expression measured 3 times per year using MAP.</p> <p>Student achievement will be documented through the reading and science EOG scores.</p> <p>Implementation of 7 Steps will be measured by increase in ACCESS scores.</p>	N/A	All Teachers	Oct. 22 Jan. 20 March 24 June 9
<p>3. Target support with EC, ESL and low performing subgroups by lowering student-teacher ratio. Utilize Literacy Leveled Intervention (LLI) for low performing subgroups</p>	<p>ELL Teachers (Pendergrast, Domino, White, Conte, Ross-Sexton, Harkey)</p> <p>EC Teachers (Crowley Bartolucci)</p>	<p>Each 3rd Grade Student will have a reading buddy from the Performance Learning Center. As a result, student text levels will increase on TRC and on ACCESS.</p> <p>Every third grader will also have an adult buddy that</p>	District Allocation of ESL Teachers	All Teachers All Para-Professionals	Oct. 22 Jan. 20 March 24 June 9



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Provide targeted interventions with EC/ESL teachers and additional support staff Intervention blocks of time daily.		they see once a week (either from MOIA staff, or Volunteer) as a result, student text levels will increase on TRC and on ACCESS.			
<p>4. Implementing Lucy Calkins Writers Workshop and writing tasks that address the rigor demanded by the CCSS: Targeting CCSS academic vocabulary in questioning and responses to support writing tasks and increase proficiency</p> <p>Integrate language development</p> <p>Integrating of writing into all CCS</p> <ul style="list-style-type: none"> • One-to-One Technology • Balanced Literacy • Learning A-Z • Compass Learning • Orton-Gillingham trained teachers • Support staff hired for support of technology, professional development, and LLI administration • Implement Instructional Leadership Team who 	Facilitators (Kodzai, Rodney, and Thomas)	Writing tasks will be scored against rubrics so that students will be held to consistent expectations. Writing process through social studies and science content will improve students' ability to write across content areas and increase in CCSS question stem responses in lesson plans. Each cycle assessment includes writing tasks, growth will be measured from these tasks.	N/A	All Teachers All Para-Professionals	Oct. 22 Jan. 20 March 24 June 9



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<p>participates in professional development and helps provide strategic instructional leadership for teachers and PLCs</p> <ul style="list-style-type: none"> Develop an Instructional Planning approach to help guide teaching and learning modelling Readers and Writers Workshop 					
<p>5. Increase the percentage of students who are on grade level by 10% and a minimum of one year's growth according to NWEA's measures of academic progress.</p> <ul style="list-style-type: none"> Instructional plans will include appropriate levels of Bloom's question stems. Implementation of Kagan strategies. Use of academic vocabulary will increase in verbal and written expression. LLI and other small group instruction will be differentiated based on formative assessments. 	<p>Principal (Turner-Interim)</p> <p>Facilitators (Kodzai, Rodney, and Thomas)</p>	<p>Instructional plans will include appropriate levels of Bloom's question stems. The level of student engagement will increase with implementation of Kagan strategies. Use of academic vocabulary will increase in verbal and written expression as to be measured in MAP. Student achievement will be documented through the reading. LLI and other small group instruction will increase student reading proficiency in TRC. Differentiated Small Groups. Co-teaching ESL and/or EC</p> <p>ESL/EC teacher data</p>	N/A	<p>All 3-5 Teachers</p> <p>All Para-Professionals</p> <p>ESL & EC Teachers</p>	<p>Sept. BOY</p> <p>Dec. MOY</p> <p>March EOY</p>



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SMART Goal (5):	Increase overall proficiency percentage in Math from 34.9 % to 44.9% (CCR) based on North Carolina End of Grade assessments and exceed EVAAS growth in overall Math, as well as in 3 rd , 4 th and 5 th grade Math. Increase K-2 overall proficiency in math from 22% to 32% as measured by MAP.			
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career. 5: Optimize district performance and accountability by strengthening data use, processes and systems			
Strategic Plan Focus Area:	Academic Growth,/High Academic Achievement, Access to Rigor, Closing Achievement Gap Learning everywhere, all the time, Strategic School Design			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	EOG, MAP, Pre/Post Tests, Common and Interim Assessments, Progress Reports, Report Cards, Dreambox, Learn Zillion, TRC(K-3), and First in Math			

Strategies (determined by what data) d. Task e. Task f. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Monitor/Analyze data • Display data on Data Walls • Weekly/Monthly planning with math facilitators • Weekly data meetings	Facilitators (Kodzai, Rodney, and Thomas) Teachers	EOY Data by subgroup: Our Data Coordinator pulls all assessment data results and provides the report to the Admin Team and teachers prior to the DDI planning day.	N/A	Principal Assistant Principal Dean of Students	Oct. 22 Jan. 20 March 24 June 9

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<ul style="list-style-type: none"> Utilize varied data sources to drive Intervention Block and workshop instruction. 				All Classroom Teachers	
2. Utilize research based practices to address achievement gap: <ul style="list-style-type: none"> Use First in Math to increase computational fluency in K-5. Use Do the Math Program during intervention and workshop blocks in 3-5. 	Facilitators (Kodzai, Rodney, and Thomas) Teachers	Differentiated Small Groups Co-teaching ESL and/or EC ESL/EC teacher data will reflect increased proficiency on Common Interim Assessments. Participation in professional development	N/A	Principal Assistant Principal Dean of Students All Teachers All Para-Professionals	Oct. 22 Jan. 20 March 24 June 9
3. Assign Master teachers to teach math <ul style="list-style-type: none"> Differentiated lesson plans Implement ExC-ELL 7 Steps Integration of literacy during math 	Principal (Turner-Interim) Math Facilitator (Kodzai)	Kagan Strategies during instructional time will increase student engagement. Lesson Plans will support differentiated instruction. Adjustments to pacing will support differentiated instruction. Observations/feedback will help develop teacher effectiveness. Team Planning will increase integration among subjects. Common Interim Assessments are used for progress monitoring.	N/A	Principal Assistant Principal Dean of Students All Teachers All Para-Professionals	Oct. 22 Jan. 20 March 24 June 9



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<p>4. Effectively use technology to enhance individual classroom instruction.</p> <ul style="list-style-type: none"> • Dreambox • Learn Zillion • Khan Academy • One-to-one technology • Compass Learning • Implemented Instructional Leadership Team who participates in professional development and helps provide strategic instructional leadership for teachers and PLCs • Developed an Instructional Planning approach to help guide the teaching and learning • First in Math • Compass Learning • Investigations 	<p>Technology Team (Rybak)</p> <p>Principal (Turner-Interim)</p>	<p>Technology coordinator will periodically participate in grade level planning which will support personalized learning plans.</p> <p>Technology coordinator will extend learning projects from the classroom into their instruction. Proficiency will increase in Compass lessons and assessments.</p>	N/A	<p>Technology Team</p> <p>Math Facilitator</p> <p>Literacy Facilitators</p> <p>Classroom Teachers</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>
<p>5. Increase the percentage of students who are on grade level by 10% and a minimum of one year's growth according to NWEA's measures of academic progress.</p>	<p>Principal (Turner-Interim)</p> <p>Facilitators (Kodzai, Rodney, and Thomas)</p>	<p>Instructional plans will include appropriate levels of Bloom's question stems.</p> <p>The level of student engagement will increase with implementation of Kagan strategies.</p>	N/A	<p>All 3-5 Teachers</p> <p>All Para-Professionals</p> <p>ESL & EC Teachers</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>



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<ul style="list-style-type: none">• Instructional plans will include appropriate levels of Bloom's question stems.• Implementation of Kagan strategies.• Use of academic vocabulary will increase in verbal and written expression of math concepts.• Student achievement will be documented through progress monitoring.• Small group instruction will be differentiated based on Common Interim Assessments.		<p>Use of academic vocabulary will increase in verbal and written expression in Vocabulary Acquisition and Use on MAP.</p> <p>Student achievement will be documented through the ability to accurately solve math word problems. Other small group instruction will increase student literacy proficiency on TRC that will allow students to solve math word problems independently as seen on End of Cycle Assessments in Math.</p> <p>Differentiated Small Groups. Co-teaching ESL and/or EC ESL/EC teacher data will support student growth and achievement on Classroom and Cycle assessments.</p>			
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SMART Goal (6):	Increase overall proficiency percentage in 5th grade Science from 40 % to 50% (CCR) based on North Carolina End of Grade assessments and continue to exceed EVAAS growth in 5th grade Science.			
Strategic Plan Goal:	<p>Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready.</p> <p>Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.</p> <p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems.</p> <p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion of strategic school design.</p>			
Strategic Plan Focus Area:	Academic Growth, High Academic Achievement, Access to Rigor, Closing Achievement Gap.			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	x At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	EOG, Pre/Post Tests, Common and Interim Assessments, Progress Reports, and Report Cards			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates



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<p>1. Monitor/Analyze data</p> <ul style="list-style-type: none"> • Display data on Data Walls • Weekly/Monthly planning with facilitators • Weekly data meetings • Utilize varied data sources to drive Intervention Block and workshop instruction. 	<p>Facilitators (Kodzai, Rodney, Thomas)</p> <p>Classroom Teachers</p> <p>Technology (Rybak)</p> <p>Principal (Turner-Interim)</p> <p>Assistant Principal (Bland-Bostick)</p> <p>Dean of Students (Neely)</p>	<p>EOY Data by subgroup will drive instructional groups. BOG/MOY/EOY MAP – (Reading/Math) will drive instructional groups. BOG/MOY/EOY Interim Assessments (6 week cycle) will drive instructional groups.</p>	N/A	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p> <p>Classroom Teachers</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>
<p>2. Utilize research based strategies to close the achievement gap</p> <ul style="list-style-type: none"> • Use Instructional teacher assistant support in Levelled Literacy Intervention (LLI) to develop content vocabulary • Utilize technology teacher to support Project Based Learning in the classroom. 	<p>Facilitators (Kodzai, Rodney, Thomas)</p> <p>Technology (Rybak)</p> <p>Principal (Turner-Interim)</p> <p>Assistant Principal (Bland-Bostick)</p> <p>Dean of Students (Neely)</p>	<p>PD Transcripts</p> <p>Teacher Evaluations</p> <p>Lesson Plans integrated with Technology</p> <p>Planning Notes will support differentiated instruction.</p> <p>Students that meet with Teacher Assistants for LLI will increase their reading level.</p>	n/a	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p> <p>All Teachers</p> <p>Instructional Assistants</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>



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<p>3. Effectively use the technology team and school technology to enhance and individual classroom instruction.</p> <ul style="list-style-type: none"> Discovery Education EX-CELL Vocabulary Khan Academy One-to-one Technology Science A to Z 	<p>Facilitators (Kodzai, Rodney, Thomas)</p> <p>Technology Specialist (Rybak)</p> <p>Principal (Turner-Interim)</p> <p>Assistant Principal (Bland-Bostick)</p> <p>Dean of Students (Neely)</p>	<p>Technology specialist will periodically participate in grade level planning. Technology specialist will extend learning projects from the classroom into their instruction.</p>	N/A	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p> <p>All Teachers</p> <p>Instructional Assistants</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>
<p>4. Assign Master teachers to teach science</p> <ul style="list-style-type: none"> Differentiated lesson plans Implement ExC-ELL 7 Steps Integration of literacy during science Intervention Block <p>Math Facilitator also oversees the Science and attends monthly Alliance Meetings</p>	<p>Principal (Turner-Interim)</p> <p>Facilitators (Kodzai, Rodney, Thomas)</p>	<p>Kagan Strategies during instructional time will increase student engagement which will lead to a decrease in student referrals for behavior. Lesson Plans will support differentiated instruction which will increase student academic achievement on classroom assessments and Cycle assessments. Adjustments to pacing will support differentiated instruction. Observations/feedback will help develop teacher effectiveness.</p>	N/A	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p> <p>Science Teachers</p> <p>Instructional Assistants</p>	<p>Oct. 22</p> <p>Jan. 20</p> <p>March 24</p> <p>June 9</p>



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		Team Planning will increase integration among subjects. Common Interim Assessments are used for progress monitoring.			
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Mastery Grading Procedures Plan – Required for All Schools				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	x Advanced Reading in K-2	x At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	x At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Common Assessments, MAP, Individual Teacher Data Binder, Intervention Data, Grade Books, Report Cards, EOG Data			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common Interim assessments • Pre- and post- assessments created in School Net aligned to objectives	Facilitators (Rodney, Kodzai, Thomas)	Common Interim Assessments – designed using School Net & other instruments Data & Data Analysis drive instructional decisions	N/A	Facilitators	Oct. 16 Dec. 4 Jan. 29 March 18 May 6 June 9
2. Data disaggregation • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI)	Admin Team (Turner-Interim, Bland-Bostick, Neely) Facilitators (Kodzai, Rodney, Thomas)	Lesson Plans, Student Assessments Data Notebooks, MAP data, DIBELS – Progress Monitoring (K-3) Data Intervention Group Data Monitoring	N/A	Facilitators All Teachers	Oct. 22 Jan. 20 March 24 June 9

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		Tracking/Monitoring MTSS for students will help drive differentiated instruction. Monitor EC Progress Reports to assure students are meeting growth and individual goals.			
3. Flexible grouping <ul style="list-style-type: none"> Process of grouping students according to academic need by objective 	Facilitators (Rodney, Thomas, Kodzai)	Use formal (MAP and BOG/EOG) and Informal (School Net, Teacher created Assessments, Observation) assessments to create skill-based groups.		Facilitators: All Teachers	Sep – June (Ongoing 6-week cycles)
4. Additional learning opportunities <ul style="list-style-type: none"> Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%) 	Principal (Turner-Interim) Facilitators (Kodzai, Rodney, Thomas)	Students who fail tests will have an opportunity to retest on material in order to show mastery. Retest will take place within 7-10 school days of the initial test. Students will be re-taught or provided remediation prior to retest. Student's grade will reflect the highest score between the initial test and the retake. Students are not to receive a grade lower than a 50%		Principal Asst. Principal Dean of Students Facilitators All Teachers	Oct. 22 Jan. 20 March 24 June 9



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<p>5. Late and make-up work</p> <ul style="list-style-type: none"> School expectations for holding students accountable for completing assignments 	Teachers	Per CMS Grading Policy, late work and makeup work must be accepted by all teachers. A student, who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up the work. The teacher must initiate the contact with students regarding such work.		Principal Asst. Principal Dean of Students Facilitators All Teachers	Oct. 22 Jan. 20 March 24 June 9
<p>6. Grade reporting</p> <ul style="list-style-type: none"> Set expectations for the timeliness of recording grades in Power School (initial grades and final grades after retest if applicable) 	Principal (Turner-Interim) Facilitators (Kodzai, Rodney, Thomas)	<p>Please note that there should be at least 18 grades per quarter (2 per week) in reading and mathematics, and at least nine grades per quarter (1 per week) in science and social studies for each report card grade given.</p> <p>Student grades shall be entered into Power School weekly, no more than 5-7 days from the date of assignment collection.</p>		Principal Asst. Principal Dean of Students Counselor Facilitators All Teachers	Oct. 22 Jan. 20 March 24 June 9



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Merry Oaks International Academy - 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none"><i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none"><i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none"><i>Class size will be adjusted to address students' individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>
<p>4. Please state how the waiver will promote achievement of performance goals.</p> <ul style="list-style-type: none"><i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i>



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Committee Position	Name	Signature	Date
Principal	Philip Steffen		09/08/2015
Assistant Principal Representative	Pamela Bland-Bostick		09/08/2015
Teacher Representative	Becky Brody-Parker		09/08/2015
Inst. Support Representative	Veronica Kodzal		09/08/2015
Teacher Assistant Representative	Myrna Yumang		09/08/2015
Parent Representative	Whitney Fisher		09/08/2015
Staff Representative	Ronald Monroe		09/08/2015
Interim Principal	Michael A. Turner		10/05/2015
Parent Representative			
Parent Representative			



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