

## Comprehensive Progress Report

**Mission:**

The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

At Merry Oaks, we provide a quality education by inspiring a life-long love for learning.

**Vision:**

Merry Oaks School provides all students the best education available anywhere, preparing every child to live a rich and productive life.

**Goals:**

Goal 3: Create a safe and orderly environment by implementing school-wide systems and procedures to decrease out-of-school suspensions by 3%. [Indicators: (A 4.01), (A 4.06), (B 3.03), (E 1.06)] (Goal 3)

Goal 4: The percentage of students in 5th grade will increase their GLP and CCR by 20% on Science EOY Benchmark Assessments during the 2025-2026 School Year. [Indicators: (A 2.04), (A 4.01), (A 4.06), (B 3.03), (E 1.06) and CMS Goal 4]

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), by ML student group, on Reading End of Grade assessments in grades 3-5 will increase from % in SY 2023-24 to % in SY 2024-25. D1.02 and CMS Guardrail 1)

Guardrail 2: Create a safe and orderly environment by implementing Capturing Kids Hearts, School Wide Behavior Expectations, and procedures to decrease out-of-school suspensions by 80% during the 2025-2026 school year. [Indicators: (A 4.01), (A 4.06), (B 3.03), (E 1.06)] (Guardrail 2)

Guardrail 3: The percent of Chronic Absenteeism will decrease 50% in SY 2024-2025. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 80% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

Goal 2: Merry Oaks ES will improve the overall 3-5 CCR composite from 8.9% to 16.9% by 2025-2026. (A2.04) (B3.03) (D1.02)

Goal 1: Merry Oaks ES will improve the overall DIBELS composite of students at or above benchmark from 43.7% to 54.5% in K-2 grades by 2025-2026. (A2.04) (B3.03) (D1.02)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**Initial Assessment:**

**Current Success:** We currently have included many of the above practices during the 2023-2024 SY. However, we are paying closer attention to the Get Better Faster resources and coaching tools to include in our PLC meetings across K-5 to ensure alignment, fidelity of instructional focus / practice and increase in being more intentional around individual student level data, misconceptions and the what to teach for reteach the following week.

**Opportunities:** There is great opportunity to grow in our student level data as it relates to CCR and GLP have a more intentional focus on the specific needs of all students and tailoring small groups plan based on data. Providing weekly feedback to teachers during 1:1 meetings and admin/ ILT weekly observations teachers will receive real time coaching daily to support in their instructional practices.

**Who will be responsible:** Both the Admin team and ILT team will be responsible for supporting and implementing this goal with fidelity.

**Full Implementation looks like** a continuous learning cycle with the use of teacher observation, feedback, modeling during 1:1 feedback meetings and ensuring PLC meetings include opportunities for student work sample review and effective targeted reteach plans.

Limited Development  
08/23/2024

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Full Implementation looks like a continuous learning cycle with the use of teacher observation, feedback , modeling during 1:1 feedback meetings and ensuring PLC meetings include opportunities for student work sample review and effective targeted reteach plans.			<b>Dawn Piccirillo (elected 2025)</b>	<b>06/10/2026</b>
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	9/21/25	ILT will roll out new PLC expectations to ensure that collaborative activities focus on data and instructional alignment rather than traditional daily lesson planning sessions.		Complete 09/25/2025	Annastasia Ryskamp	10/30/2025
<i>Notes:</i>						
	8/27/24	The ILT will give feedback and follow-up during 1:1 meetings with teachers from instructional walks via email and during 1:1 meetings with teachers. (See Beginning Teaching/Coaching Plans) (B3.03)			Annastasia Ryskamp	12/19/2025
<i>Notes:</i>						
<b>Implementation:</b>				08/14/2025		
	<b>Evidence</b>	6/4/2025				
	<b>Experience</b>	6/4/2025				
	<b>Sustainability</b>	6/4/2025				
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Currently, Merry Oaks has allocated resources and funding to support student learning and teacher procedural alignment. We employ a part-time academic tutor, several teacher assistants, parent advocates, a social worker, and two counselors. The general education classrooms are fully staffed except for one fifth-grade reading position. Support staff includes one vacant EC resource teacher position and three vacant Teacher Assistant roles. Recommendations are currently being processed for all of these roles except one teacher assistant position. Although we are well-staffed, this year we aim to evaluate staff utilization to ensure all personnel are effectively performing their duties to maximize student outcomes.	Limited Development 09/11/2025		
<b>How it will look when fully met:</b>	<p>Full implementation of this indicator will involve effective small-group instruction provided daily by classroom teachers, teacher assistants, and support staff. Groups will be tailored to address student-specific needs based on weekly progress monitoring data and formative assessments, administered according to the CMS adopted assessment calendar. Teacher assistants will not be pulled away to cover teacher absences. ML and EC support time will be protected, and support will be proportional to student needs.</p> <p>PLC meetings will be data-driven and move away from basic instructional planning time. Teachers will engage in role play/modeling practices that are the most high-leverage for student achievement to ensure consistency of instructional delivery from room to room. The conversation will center around instructional strategy rather than day-to-day instructional planning. Instructional coaches will provide teachers with specific feedback during instructional walkthroughs and PLC sessions. Instructional coaches will also support by pulling small groups to provide increased opportunities for student engagement.</p> <p>The parent advocate will have fewer front office duties to focus on developing strategic parent partnership plans and events. Participation in Merry Oaks family events is expected to increase due to these efforts. Finally, counselors and social workers will also engage families to remove barriers to student attendance.</p>		Julia OConnor (elected 2025)	06/10/2026
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/21/25	Teachers will collaborate with instructional coaches to monitor student data weekly to continuously monitor student progress in small groups. Student groupings will change as needed to support academic remediation or enrichment.		Julia OConnor (elected 2025)	10/30/2025
<i>Notes:</i>				

9/11/25 PLCs will meet weekly to determine best practices for instruction for the coming week. Instructional coaches will provide feedback in the moment to teachers that align with instructional standards and get better, faster trajectories.

Arlen Wixson  
(elected 2025)

12/19/2025

*Notes:* Coaching logs will reflect feedback provided.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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>		<p>During the 2024-2025 SY, we focused on data every Wednesday during PLC. Each grade level dedicated a whole day planning time to review student data to monitor growth and identify needs. We used this information to modify small groups and planned instruction according to the needs of students in our class.</p> <p>PLCs focused on effective collaboration, how to increase student engagement, and consistent teaching to increase rigor. This approach allowed teachers to analyze data to help support instruction.</p> <p>PLCs focused on effective collaboration, how to increase student engagement, and consistent teaching to increase rigor. This approach allowed teachers to analyze data to help support instruction.</p>	Limited Development 08/23/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Full implementation results in intervention groups meeting four times a week for instruction and a fifth day for progress monitoring, data collection and work sample collection. Also, our interventionists and classroom teachers will have a designated time to meet monthly and share data, progress and work samples of students.		Margaret Hinson (elected 2024)	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	9/21/25	Students will engage in I-ready My Path or Teacher-Assigned lessons 45 minutes per subject (math and reading) per week. Students will achieve a 70+% average lesson pass rate.		Bridget Bluhm (Elected 2025)	10/30/2025

<i>Notes:</i>			
8/14/25	The SIT "MTSS" team will review new student referrals and or student concerns in addition to discussing student tier interventions and progress monitoring data to determine academic success or next steps for students. We will utilize the Title 1 funds for the following positions (EIT1, Advocates, and MCLs and BMT) to support our MTSS Academic and behavior framework.		Annastasia Ryskamp 06/10/2026

<i>Notes:</i>			
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<b>Implementation:</b>		06/04/2025	
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<b>Evidence</b>	6/10/2025 The MTSS team will provide teachers with a document that outlines student progress and continued support.		
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<b>Experience</b>	6/10/2025 MTSS reviewed student data from classroom teachers to determine an outcome from concerns and referrals to create an effective plan of action.		
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<b>Sustainability</b>	6/10/2025 MTSS will continue to provide support to students based on data and referrals into 2056-2026 SY		
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**Core Function:** Domain 3: Instructional Transformation

**Effective Practice:** Practice 3B: Provide rigorous evidence-based instruction

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<p><b>Initial Assessment:</b></p>	<p>During the 2024-2025 SY, grade level teams met in PLCs (2x's per week). On Tuesdays (core curriculum) Wednesdays (Data). During these meetings, the team discussed ways to implement and reinforce strategies to support instruction.</p> <p>It was strongly suggested to use the district's pacing guide throughout the school year.</p> <p>In addition to PLCs, the ILT conducted walkthroughs to identify implementation of the lessons to better support instruction.</p>	<p>Limited Development 08/26/2024</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	
<p><b>How it will look when fully met:</b></p>	<p>When this indicator is fully met we will see greater emphasis on supports provided to our SWD/ and Black and EDA subgroups to exceed growth. In addition, we will see a similar EC push in model where the ECGC teacher is in the classroom with the gen teacher ( similar to our ML model) supporting EC students in the gen ed classroom for direct support services and modeling for the student. In addition to collaboration of the ECGC teacher in PLC meetings.</p> <p>In PLC meetings, teachers will work collaboratively to meet the needs of all subgroups. In the classroom, all students will have resources to meet their needs for a better access to core instruction. All students will either be using targeted or integrated resources.</p> <p>When it is fully ingrained into our school, the culture and daily life of our school is going to show cohesiveness of general education teachers and content specialist. More students will be on task, being able to access more grade level resources. Therefore, EOG testing, district assessments, interventions, and student work samples will show growth of all sub groups. In addition, during instructional walks the data should show more alignment to what students and teachers are doing are aligned to CMS core actions.</p>		<p><b>Annastasia Ryskamp</b></p>	<p><b>03/10/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>8/20/25 Teachers will be provided with Duty-free planning and lunch every day during the school year.</p>		<p>Constance (elected 2025) Danna</p>	<p>10/01/2025</p>

<i>Notes:</i> Survey staff 4 times per year to verify				
8/18/25	4. PLC's will unpack curriculum documents using backward planning to complete Week at a Glance. Teachers will create teacher exemplars during this time, review student work samples and discuss student misconceptions for data review and reteach.		Dawn Piccirillo (elected 2025)	12/19/2025
<i>Notes:</i>				
8/18/25	2. MCLs and Instructional Support Teams (MCL's, EIT's, and Advocates) will present PD around MTSS practices to support instructional devlivery for teachers.		Bridget Bluhm (Elected 2025)	03/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		08/14/2025		
<i>Evidence</i>	8/14/2025			
<i>Experience</i>	8/14/2025			
<i>Sustainability</i>	8/14/2025			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Our Successes at Merry Oaks include having a strong sense of community amongst both our staff and scholars. Every staff member works to ensure that each of our scholars have the skills needed to manage emotions and communicate effectively. This is done through daily Caring Schools lessons, guidance lessons in each classroom with the counselors, and with provided STP interventions and strategies to support the growth of all scholar social emotional skills. The school counselors also conduct small group counseling sessions and use referral data to address the emotional/social needs of all scholars at Merry Oaks International.

The SIT team meets bi-monthly to review behavior incident data and discuss tiered level interventions to support behavior and social emotional needs of students. We also have Bi-Monthly MO Meeting assemblies where we recognize PAWS earned and the grade levels with the best attendance in Prek-2 and 3rd -5th.

At Merry Oak we dedicate one staff meeting (Merry Meeting) to PD for teachers with strategies and information needed to better provide students the support they needed. We have had Trauma informed PD for the past 2 years, and the school counselors along with the social worker, BMT, Admin, and EC provide PD around Differentiated supports such as Attendance, EC supports including visuals for non verbal students.

**Challenges:**

At Merry Oaks challenges still include reducing overall Chronic Absentism. We reduced CA in 2023-2024 from 40.3% in 2022-2023 to 37.94% in 23-24 SY. During the 23-24 SY Home visits were conducted, an Attendance PLC was formed, the Attendance Plan was implemented, Attendance Contracts were completed along with Admin conferences for families that were not adhering to the Attendance Contract.

Limited Development  
08/24/2024

<b>How it will look when fully met:</b>	<p>When fully implemented and consistent SIP monthly meetings, we should see a decrease in discipline and referral data. We will be intentional about supporting student social-emotional needs. Progress monitoring data should show that students are either improving or need to move along the tier to support the outcome and be successful.</p> <p>When the attendance plan is fully implemented, we should see chronic absenteeism data decrease.</p>		<b>Bridget Bluhm (Elected 2025)</b>	<b>06/10/2026</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/20/25	Teachers will be provided with a daily Duty Free Lunch. A lunch monitor will be hired to support student supervision in the classroom.		Stephanie Brockway (Elected 2025)	10/30/2025
<i>Notes:</i>				
8/18/25	Staff will utilize social contracts and tools learned in Capturing Kids Hearts trainings to build classroom and school communities. Schoolwide guidance meetings to support social development will be provided based on the needs of students.		Margaret Hinson (elected 2024)	12/01/2025
<i>Notes:</i>				
8/18/25	1. We will utilize the Title 1 funding of positions and supplies to support effective implementation of our Capturing Kids Hearts program daily in grades K-5. In addition, we will use the the Title 1 positions of staff to support with student Tier 1 behavior needs by supporting classroom teachers with effective Tier 1 behavior strategies, pull out for student restorative practices with BMT and advocates and student intervention check in's each morning.		Danah Telfaire - DOE - 09.26.20	06/10/2026
<i>Notes:</i>				