

School Name: MURPHEY TRADITIONAL ACADEMY
Guilford County Schools
2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

To lead us to our mission, our school community shares the following beliefs:

1. All children can learn.
2. The earlier a child learns to read, the more successful he or she will be in later years.
3. An integrated curriculum teaches content and process.
4. A safe, structured environment provides the best learning environment.
5. Effective teaching reflects the fundamental processes of HOW children learn.
6. Children learn best in a nurturing community of home and school.

School's Vision Statement:

Murphey Traditional Academy is committed to providing a child-centered and structured environment, a nurturing community, and an integrated curriculum for students, in order to teach all our children to become critical thinkers, life-long learners, and responsible citizens.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

No Growth

(Synthesized Narrative from Self-Assessment Exercises)

Murphey Traditional Academy has shown recent success in academic gains. This past year, 08-09, Murphey met AYP in math and reading, for only the second time in 4 years. Of the 13 AYP goals, Murphey met all 13 which removed Murphey from the Title I AYP watch list for math. Proficiency gains of nearly 6 and 10 points were posted in reading and math for the 08-09 school year. Murphey, however, did not meet ABC expected growth for 08-09. Disaggregation of the data shows that expected growth was met in math, but not in reading for 08-09. After the renorming of the reading scores, the proficiency rate for Murphey dropped dramatically to 43.9 percent for 07-08. The gap between reading and math proficiency is approximately 23 points (math 72 percent, reading 49 percent). Closing the achievement gap between reading and math proficiency will be a goal for the 09-10 school year. Murphey also finished #1 of all elementary schools in attendance rate in 08-09.

Near the end of the 05-06 school year, Murphey became one of the first elementary schools in Guilford County to adopt the Canady schedule model. The schedule change included departmentalizing at grades 3-5, with one math teacher, one language arts teacher and a science/social studies teacher. In addition, the schedule included an I/E period for intensive intervention in math and reading, as well as extended learning blocks for math and language arts. Another benefit of the schedule included the daily availability of 45 minutes of planning time for all core teachers, allowing for grade level planning twice a week. This model will remain relatively unchanged in 09-10.

The 07-08 Teacher Working Conditions Survey indicated that more than 50 percent of staff considered discipline a serious issue. In 08-09, quarterly anonymous staff surveys were given that replicated the concerning questions from the TWCS. In addition, PBS was implemented, providing a structure for school-wide expectations for behavior. The quarterly surveys revealed a large increase in positive teacher perceptions of discipline issues. Consistently, results of the surveys indicated that up to 90 percent of staff members felt that discipline had improved. Murphey has applied for Green Ribbon award from the state of North Carolina for its successful implementation of PBS. We will be starting phase 2 this year, which includes training in the targeted assistance area, including a “check in, check out” system.

Goal Summary Page

Goal 1

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will eliminate the achievement gap between math and reading, by raising math achievement from 62.6 percent proficient to at least 85 percent proficient in all subgroups.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2010, Murphey Traditional Academy will increase the percentage of students who are proficient from 72.2 to at least 77 percent, to meet AYP in math by Safe Harbor and our 09-10 target goal. In addition, we will meet high growth as measured by the ABCs.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Level 1 and II students will receive an additional 3 hours of small group math instruction per week during I/E time

Goal 2

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will increase the percentage of students reading on grade level from 43.9% to 75% as measured by the scale score equal to "on grade level" on 3rd-5th grade reading EOGs and 4th quarter K-2 DRA

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2009, Murphey Traditional Academy will increase reading proficiency scores from 49.2% to at least 60% percent, to meet AYP and ABC growth.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Level I and II students will receive an additional 3 hours per week in small group reading instruction during I/E time. We will utilize our reading specialist to identify and teach small groups of struggling readers

Goal 3

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will reduce the amount of classroom instructional time lost by reducing discipline incidents by 10%. Also, teacher dissatisfaction in disciplinary issues will be reduced from 52 percent to 23 percent as measured by the North Carolina Teacher Working Conditions Survey (TWC).

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2009, Murphey Traditional Academy will decrease the amount of instructional time lost by reducing discipline issues as measured by a teacher working conditions survey. Teacher dissatisfaction in disciplinary issues will be reduced from 52percent to 42 percent as measured by TWCS .

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

- 1.Implementation of PBS phase II
2. Target assistance intervention training

Goals, Strategies, Monitoring and Budget

Goal 1

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will eliminate the achievement gap between math and reading, by raising math achievement from 62.6 percent proficient to at least 85 percent proficient in all subgroups.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2010, Murphey Traditional Academy will increase the percentage of students who are proficient from 72.2 to at least 77 percent, to meet AYP in math by Safe Harbor and our 09-10 target goal. In addition, we will meet high growth as measured by the ABCs.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - Goal 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.	1. What does the data tell us? Our students made significant gains in math proficiency in 08-09.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? Which standards and objectives our students are weakest in performance	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? We met AYP and are off the watch list!	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement In addition to growth, we need to decrease the number of level 2 1SE students and bring them up to level 3s.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
		4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement
Plan	Identify Key Strategy (Approach)	Level 1 and II students will receive an additional 3 hours of small group math instruction per week during I/E time			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Vanessa Thomas (CF) Rich Thomae (Principal) Classroom teachers Tutoring staff			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title I \$ Accountability \$ allocated for tutors			

Plan	Resources Needed during the current quarter	Title I tutoring \$ 5-7 paid tutors volunteer tutors			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	V. Thomas -Effective Tutor Training -new staff Math Initiative -Cisco math			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	teachers have one face to face conference with each parent			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A.effective tutoring schedules interim assessments B.teacher and tutor survey feedback C.quantitative benchmark results qualitative feedback from teachers/tutors	A. B. C.	A. B. C.	A. B. C.

YES

Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal
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		<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan
		<input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Keep master schedule that includes I/E block	Thomae/Bryan	completed master schedule	Aug 8th
#2	Utililze all available staff during I/E to reduce student/teacher ratio	Thomae	completed specials schedule	Aug 8th
#3	Train tutors to work effectively with small groups	V. Thomas	Training schedule	Sept
#4	Reduce class size in grades 3 and 5 with 2 teachers paid by Title I	Leadership Team	Teachers in place	Aug 15th
#5	Continue with CISCO math initiative (grades 3 and 5)	Walker and Trexler	Benchmark results	June 10th
#6	All K-2 teachers will be trained in Bright Idea strategies	Robyn Varga/AL dept	Completion of Oct 30th train	June 10th
#7	Utilitze GCS math instructional model including math stations	V. Thomas	Benchmark results	June 10th
#8	Provide a take home math resource kit weekly with every child	All math and K-2 teachers	Math kits for every child	October 23rd
#9	Evaluate results and determine next steps	SIT	Benchmark results	November

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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#8				
#9				
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
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Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

07-08 AYP results show that Murphey did not meet AYP in math (7 of 10 goals met).	08-09 AYP results show that Murphey met AYP in math
07-08 preliminary data shows that 62.6 percent of All students passed math.	08-09 preliminary data shows that 72.2 % of all students passed math
07-08 preliminary data shows that 61.3 percent of African-American students passed math.	08-09 preliminary data shows that 71.1 % of African-American students passed math
07-08 preliminary data shows that 57.5 percent of students on Free and Reduced Lunch passed math	08-09 preliminary data shows that 66.4 % of FRL students passed math
Target Goals- 08-09 meet AYP, 70 percent proficiency	
Target Goals- 09-10 meet AYP, 77 percent proficiency	
Target Goals- 10-11 meet AYP, 85 percent proficiency	

Goals, Strategies, Monitoring and Budget

Goal 2

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will increase the percentage of students reading on grade level from 43.9% to 75% as measured by the scale score equal to "on grade level" on 3rd-5th grade reading EOGs and 4th quarter K-2 DRA

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2009, Murphey Traditional Academy will increase reading proficiency scores from 49.2% to at least 60% percent, to meet AYP and ABC growth.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - Goal 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4		
Study	Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.	1. What does the data tell us? Renormed reading tests had a huge impact in proficiency rate in 07-08 and 08-09 2. Not tell us? Which strategies will be most effective in increasing proficiency 3. Celebration(s)? We met AYP in reading and all subgroups made gains from 07-08 4. OFIs? OFIs: Opportunities For Improvement We need to close the proficiency gap between reading and math. We need to meet our ABC growth requirement in reading.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement		
		Plan	Identify Key Strategy (Approach)	Level I and II students will receive an additional 3 hours per week in small group reading instruction during I/E time. We will utilize our reading specialist to identify and teach small groups of struggling readers			
		Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Leadership team V. Thomas/Thomae			
		Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title I Excellence money tutoring money Reading Specialist			

Plan	Resources Needed during the current quarter	Title I, reallocation of other tutor \$ to increase hours/wks 5 tutors, Wilson Reading program materials			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Staff development and supervision in guided reading strategies (Educational Research Group), Wilson Reading Program (EC), Foundations (tutors)			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	parent conferences -assessment results			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A.effective tutoring schedules and use of reading specialist B.Teacher, reading specialist and tutor survey feedback. C.Benchmark and assessment results.	A. B. C.	A. B. C.	A. B. C.

Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal
		<input type="checkbox"/> NO If no, check the appropriate action	<input type="checkbox"/> NO If no, check the appropriate action	<input type="checkbox"/> NO If no, check the appropriate action
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Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	keep a master schedule that includes I/E block	Thomae	Completed schedule	8/10/2009
#2	Plan to utilize available staff during I/E time to reduce student/teacher ratio	Thomae	Completed schedule	8/10/2009
#3	Hire two Title I teachers to lower class size at grades 3 and 5	Leadership Team	Lower class sizes	August
#4	Train tutors/specialists to work effectively with small groups of Level I and II students with Foundations and Study Island during I/E	V. Thomas	Completed training	September
#5	Utilize newly hired 1/2 time reading specialist to work with grades 1-3	Marsan/Thomae/Thomas	Tutoring schedule	October
#6	Utilize Foundations materials with EC students	Crumley	Benchmark results	Nov
#7	Continue Book Swap and Reading Incentive Program, implement Battle of the Books, and Need To Read Challenge Tutoring program	PTA, V. Thomas, staff	More students reading outside of school	Ongoing
#8	Attach suggested reading list to Murphey website for parents and advertise	Disner	More students reading outside of school	Nov
#9	Evaluate results of 1st quarter benchmarks and regroup students for I/E	All staff	Benchmark results	Nov

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
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Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Quarter 1

07-08	43.9% of ALL students met proficiency	08-09	49.2 % of ALL students met proficiency
07-08	42% of African-American students met proficiency	08-09	48.6% of African American students met proficiency
07-08	38.6% of students of FRL students met proficiency	08-09	45.7% of FRL students met proficiency
Target Goal 08-09: All subgroups will meet the AYP standard & ABC growth expectations. Overall the proficiency goal will be 50%			
Target Goal 09-10: All subgroups will meet the AYP standard & ABC growth expectations. Overall the proficiency goal will be 60%			
Target Goal 10-11: All subgroups will meet the AYP standard & ABC growth expectations. Overall the proficiency goal will be 75%			

Goals, Strategies, Monitoring and Budget

Goal 3

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By 2011, Murphey Traditional Academy will reduce the amount of classroom instructional time lost by reducing discipline incidents by 10%. Also, teacher dissatisfaction in disciplinary issues will be reduced from 52 percent to 23 percent as measured by the North Carolina Teacher Working Conditions Survey (TWC).

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By June 2009, Murphey Traditional Academy will decrease the amount of instructional time lost by reducing discipline issues as measured by a teacher working conditions survey. Teacher dissatisfaction in disciplinary issues will be reduced from 52percent to 42 percent as measured by TWCS .

Supporting Data for SMART GOAL: See Goal 3 Data Tab

QUARTERLY ACTION PLAN - Goal 3

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.	1. What does the data tell us? Teacher perception of discipline issues improved significantly in 08-09.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? How many disciplinary referrals occurred last year and for what types of behaviors?	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
Plan	Identify Key Strategy (Approach)	3. Celebration(s)? High attendance rate for students	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement Reduce teacher dissatisfaction in disciplinary issues resulting in more academic learning time	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	1.Implementation of PBS phase II 2. Target assistance intervention training Linda Gordon Rich Thomae PBS team			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	-PTA allocated funds for rewards -Staff development \$ for CICO training and PBS boosters			

Plan	Resources Needed during the current quarter	rewards for students CICO training			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	PBS new staff training on Aug 20 Target Assistance Training			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	PTA board updates, -PTA budget allocation -parent rep on PBS committee			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A.survey from staff B.anonymous staff survey and SWIS data C.SWIS data, end of quarter teacher survey	A. B. C.	A. B. C.	A. B. C.

YES

Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy
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Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Continue PBS booster training and new targeted assistance training	PBS team	Completed training	Oct
#2	Team plans for presentation to staff and training of new staff	PBS team	Completed training	Aug 20th
#3	Implement lesson plans by all teachers	All staff	Completed lesson plans/student success	Aug 28th
#4	Meet monthly as staff to reflect on successes/OFls of PBS and review SWIS	All staff	data presentation	monthly mtg
#5	Continue to administer a teacher discipline survey	Principal	Completed survey	Nov
#6	Develop a "character committee" to include parents, students and staff	leadership team	Committee meeting minutes	Nov
#7	Assignment of mentors for students who have been referred 5 times or more	Principal/Counselor/SW	matches of mentors	June 10, 2009
#8	Schedule CICO training for team	Gordon	Completed training	Nov
#9	Evaluate results of PBS in reducing discipline concerns and interruptions	PBS team	Use of SWIS and survey data	End of 1st q

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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#3				
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Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#6				
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
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#10				

Goal 3 Data Worksheet

Supporting Data for SMART GOAL 3:

Quarter 1

07-08 TWCS shows that 52 percent of teachers were dissatisfied with disciplinary issues. The district showed 38 percent dissatisfaction and the state showed 29 percent.

08-09 quarterly TWCS data shows a significant improvement with the highest rate of dissatisfaction being 35 percent and the lowest dissatisfaction rate being 5%.

08-09 Will be a baseline year for SWIS disciplinary data which can be used to measure improvement also.

08-09 SWIS teacher referrals - 160

09-10 goal for reducing students will multiple referrals will be 10 percent

09-10 goal for reducing teacher dissatisfaction of discipline will be 30 percent (Maximum)

School Based Leadership Team Members Signatures

The following team members collaborated with school staff to develop the School Improvement Plan for our school (parents must be included):

Name	Position or Role	Signature	Date
Rich Thomae	Principal	On File	09/08/09
Brenda Burns	Certified Staff		
Belinda Murray	Parent	On File	09/08/09
Vanessa Thomas	Certified Staff	On File	09/08/09
Rob Disner	Certified Staff		
Crystal Hall	Parent	On File	09/08/09
Lissa Harris	Parent		
Orquida Shoup	Parent	On File	09/08/09
Marilyn Hairston	Classified Staff		
Sharon Patillo	Certified Staff	On File	09/08/09
Cynthia Coleman	Certified Staff	On File	09/08/09
Lisa Crenshaw	Certified Staff	On File	09/08/09
Natalie Marcle	Certified Staff	On File	09/08/09
Faye Lenna	Certified Staff		

(i.e. Principal, Assistant Principal, Certified Staff, Classified Staff, Student, Parent or Community Member)

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 9/21/2009

Results (% Approval): _____ 100%

Principal's Signature: _____ on file

Date: _____ 09/21/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ On file

Date: _____ 09/24/09

Approved by GCS Board of Education:

Date: _____

Action Plan for Healthy Students in Safe, Orderly and Caring Schools

LEA: Guilford County Schools

School: Murphey Elem

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

(Healthy Active Children (HAC) Policy, #HSP-S-000)

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		All grade levels have scheduled recess time each day. In addition, each grade level class has 45 minutes of p.e. time at least once per week.		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE over the 180-day school year.	Each student receives a minimum of 45 minutes of p.e. each week. Depending on the week, some classes will receive two 45 minute class periods of p.e. each week.		27 hours of P.E. in 180 days (36 weeks)
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity over the 180-day school year.	Each class receives a minimum of 20 minutes of scheduled recess time each day in addition to their weekly p.e. time.		60 hours of recess in 180 days (20 minutes per day)

Strategy	Not Yet Addressed	In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.		Our school nurse provides health lessons	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.			X (not at our school)	
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	Our school is involved in Jump Rope for Heart and is planning on a student health week funded by a Healthy Lifestyle grant the PTA has applied for in conjunction with our PE teacher.			Need Assistance (Please describe.)

Safe Schools Plan

According to NC Code 115C-105.47, each school must have a comprehensive safe schools plan. The following are components of that plan:

- Student code of conduct and designated consequences for violating the code
- Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
- Procedures for identifying and serving the needs of students at risk of academic failure or of engaging in disorderly or disruptive behavior
- Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
- Measurable objectives for improving school safety and order
- Professional development clearly matched to the objectives for improving school safety and order
- Plans to work with local law enforcement and court officials to ensure safety
- Methods of providing a safe physical environment
- Parent involvement in planning for school improvement, safety, and alternative education placements
- School conducts a needs assessment annually (from students, teachers, parents, and staff) to determine their perceptions of school safety and climate
- School has programs, strategies and/or activities that promote good behavior/citizenship

Strategies for maintaining safe and orderly climate, addressing the needs of students at risk, and providing services for students assigned to alternative programs.

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
Continue to implement a school-wide plan for behavior expectations for common areas, arrival and dismissal	PBS team	Staff review will take place Aug 20. Quarterly reviews will take place throughout the year.	PBS staff development Rewards for students	Subs for training \$300 provided by PTA	Teacher surveys indicating continued improving perception of discipline. Reduced time lost to disruptive behavior
School-wide practice of dismissal plan. Additional supervision of students at dismissal	PBS team	The first week of school	PBS team training	None	Improved dismissal procedures that provide a safer environment
School-wide practice of fire drill, lockdown drill and tornado drill	Thomae	Fire drill -monthly Lock down drill- each 9 weeks Tornado Drill- one Fall and one Spring	none	None	staff feedback of practice
Murphey will continue the School Safety Patrol consisting of responsible students to help in the hallways and morning drop-off	Gordon/Cooper	Starting the 1st 9 weeks of school	training students	nominal	increased assistance and supervision in the mornings
Conflict resolution taught by counselor and social worker	Burns and Gordon	throughout year	none	none	reduced conflict
train Staff in identifying and making SIT referrals	Gordon	opening staff meeting	none	None	Appropriate referrals made by staff
Utilize community volunteers as mentors/lunch buddies from NC A&T, BCDI and churches	Burns and Gordon	throughout year	training mentors	none	reduced academic and behavior concerns of students

Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2008-2011

LEA: Guilford County

LEA Code: 410

School Code/School Name: Murphey Elem

Requests for Waiver

1. Describe the waiver you are requesting.

2. Identify the law, regulation or policy from which an exemption is requested.

3. State how the waiver will be used.

4. State how the waiver will promote achievement of performance goals.