

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the

School Info

Mission Vision tab, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What >**

District Name:	School Name:	School Code:	Year:
Cherokee County Schools	Murphy High School	200328	2018-19
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	MHS teachers will use EVAAS data to determine growth areas for students in state-tested courses in order to prepare lessons and activities that will increase the school's growth composite on the NC School Report Card by 5 percentage points.		
	SBE Goal Alignment:	Every student, every day has excellent educators.	
	LEA Goal Alignment:	Every Cherokee County Schools student, every day has excellent educators.	
	Indistar Indicator: (if applicable)	A3.01	
Progress:	Progress Monitoring Status:	Teachers meet weekly with their teams. Teachers will have at least two walk-through observations each semester. Teachers will also use SchoolNet to create tests that align test questions and objectives. Teachers should use at least one SchoolNet test per quarter.	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2018-19 school year, the faculty and staff of Muprhy High will initiate the PBIS model at the school.		
	SBE Goal Alignment:	Every student in the NC Public Education system graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Cherokee County Schools student will be provided a relevant education and will graduate with the skills conducive to higher education, work and citizenship.	
	Indistar Indicator: (if applicable)	A1.07, A4.05	
Progress:	Progress Monitoring Status:	The PBIS Leadership Team will review survey data and keep a record of professional development activities.	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2018-19 school year, Murphy High's instructional leaders and teachers will emphasize student engagement in classroom activities.		
	SBE Goal Alignment:	Every student in the NC Public Education system graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Every Cherokee County Schools student will be provided a relevant education and will graduate with the skills conducive to higher education, work and citizenship.	
	Indistar Indicator: (if applicable)	A2.01	

Progress:	Progress Monitoring Status:	Teachers and administrators will discuss strategies at least twice per nine weeks and will conduct classroom visits to observe and/or participate in activities other teachers post on the school's Google calendar.
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District Name:	School Name:	School Code:	Year:
Cherokee County Schools	Murphy High School	200328	2018-19
Principal Name (or Designee):	Jason Forrister	Principal Name Email:	jason.forrister@cherokee.k12.nc.us
School Mission	Empowering students to build successful futures		
School Vision	Murphy High School's administration, faculty, and staff commit to providing an innovative, supportive learning environment that encourages students' intellectual, social, and emotional development for success in a globalized world.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
Data Sources: <i>EVAAS / End of Grade Tests / Classroom Performance / Power School Attendance and Discipline Data / Child Nutrition Data / Exceptional Children Data / District - State Licensing Data / Care Team Meeting Notes and Data / District and State Testing Data</i>	The school improvement team reviewed the 2018 Teachers' Working Conditions Survey data, 2017-18 EOC and NCFE goal summary data, 2017-18 school report card data, and AdvancED survey and inventory data (student, teacher, staff, and parent) in order to determine strengths and needs improvement areas to inform the goals and objectives for the 2018-19 school improvement plan. The data review allowed the SIT to select major goals related to school culture and student learning and engagement with a focus on continued work in building collaborative partnerships among teachers and in creating a strong, positive school community. The team also decided to create specific, measurable goals to address improving high-stakes assessment scores that impact Murphy High's school report card.		

District Name:		School Name:		School Code:		Year:			
Cherokee County Schools		Murphy High School		200328		2018-19			
GOAL #1:		MHS teachers will use EVAAS data to determine growth areas for students in state-tested courses in order to prepare lessons and activities that will increase the school's composite on the NC School Report Card by 5 points.							
Strategy #1: Describe the strategy that will support this goal:		Teacher will participate in professional development on how to use EVAAS and will work collaborately throughout the school year to review EVAAS data and plan lessons and activities.							
Progress:		Progress Monitoring Status:		Teachers meet weekly with their teams. Teachers will have at least two walk-through observations each semester. Teachers will use lesson plans to show implementation of ideas from learning walks.					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Evidence: (Identify documents and artifacts)		Classroom Observations, Lesson Plans, Team Meeting Documentation, Student Work Samples					
		Person(s) Responsible:		School Improvement Team, MHS Administration					
		Timeline:		August 2018 -- May 2019					
		Budget Amount: (if applicable)				Budget Source: (if applicable)			
		Strategy #2: Describe the strategy that will support this goal:		Teachers will use EVAAS data, benchmark data, and other collected data to inform lesson planning and to assess student progress.					
Progress:		Progress Monitoring Status:		Teachers will use data walls and other progress monitoring devices. Teachers will keep a digital record (e. g. Google Slides with images of data collection tools) to track progress.					
Tasks/Action Steps: Describe the action steps that will be taken		Evidence: (Identify documents and artifacts)		Team Meetings, Observations					
		Person(s) Responsible:		School Administration, School Improvement Team					

steps that will be taken to support this strategy:	Timeline:	August 2018 - May 2019		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal:				
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy:	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Cherokee County Schools	Murphy High School	200328	2018-19
GOAL #2:	During the 2018-19 school year, the faculty and staff of Muprhy High will initiate the PBIS model at the school.		
Strategy #1: Describe the strategy that will support this goal	Form a PBIS leadership team to assess the school's level of readiness and determine first steps		
Progress:	Progress Monitoring Status:	The team will review survey data.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Surveys, meeting minutes	
	Person(s) Responsible:	PBIS Leadership Team, School Administration	
	Timeline:	August 2018 - March 2019	
	Budget Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	The faculty and staff of Muprhy High will engage in professional development related to PBIS at least twice per semester.		
Progress:	Progress Monitoring Status:	There will be a minimum of two PBIS trainings per semester. Training related classroom and school-wide evidences of PBIS initiation (posters, rubrics, lesson plans) will indicate progress toward the goal.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence:	training recordings, agendas, minutes, material	
	Person(s) Responsible:	PBIS Leadership Team, School Administration	
	Timeline:	August 2018 - May 2019	
	Budget Amount: (if applicable)		

Strategy #3: Describe the strategy that will support this goal:			
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.			
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:		School Name:		School Code:		Year:	
Cherokee County Schools		Murphy High School		200238		2017-2018	
GOAL #3:	During the 2018-19 school year, Murphy High's instructional leaders and teachers will emphasize student engagement in classroom activities.						
Strategy #1: Describe the strategy that will support this goal:	Teachers will use data to inform planning and instruction specifically designed to help students demonstrate growth.						
Progress:	Progress Monitoring Status:			Teacher teams will review assessment and classroom data at least every two weeks. Teachers will use SchoolNet assessments to monitor student growth, a minimum of one SchoolNet assessment each quarter.			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy:	Evidence: (Identify documents and artifacts)		Grade reports, assessment data, project results				
	Person(s) Responsible:		Teachers				
	Timeline:		September 2018-May 2019				
	Budget Amount: (if applicable)			Budget Source: (if applicable)			
Strategy #2: Describe the strategy that will support this goal:	Each nine weeks, teachers will use team meetings to share and discuss at least two engagement-focused instructional strategies that they have used in their classes.						
Progress:	Progress Monitoring Status:			Teachers will use their lesson plans and/or written reflections to document the success and needs-improvement areas of the strategies employed.			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy:	Evidence: (Identify documents and artifacts)		Team meeting records, lesson plans, learning walks feedback				
	Person(s) Responsible:		Teachers and School Administration				
	Timeline:		September 2018-May 2019				
	Budget Amount: (if applicable)			Budget Source: (if applicable)			

Strategy #3: Describe the strategy that will support this goal:	At least once per semester, teachers will further develop the collaborative learning environment by opening their classrooms to peers for observation and team teaching. especially when employing a high-engagement learning activity. Teachers should post their activities on the school's Google calendar.		
Progress:	Progress Monitoring Status:	Teachers will keep a record of the classroom invitations and visits.	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy:			
	Evidence: (Identify documents and artifacts)	Lesson plans, the school's Google calendar, teacher records	
	Person(s) Responsible:	Individual teachers, school administration	
	Timeline:	September 2018-May 2019	
	Budget Amount: (if applicable)		Budget Source: (if applicable)

Safe School Plan for: [ENTER SCHOOL HERE]

Pursuant to General Statute § 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Jason Forrister (Principal)

Statement of Responsibility for the School District Superintendent

In accordance with General Statute § 115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In The event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel	
In accordance with General Statute § 115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:	
Assistant Principal(s):	Wendy Leatherwood
Teachers:	
Teachers Assistants:	
Other School Staff:	Helen Malinowski, SRO
Services for At-risk Students	
Pursuant to General Statute § 115C-47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.	
Pursuant to General Statute § 115C-47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.	
Pursuant to General Statute § 115C-47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.	
In accordance with General Statute § 115C-47 (b)(7), the following measurable (goals) for improving school safety and order are in place.	
Goal:	
Target:	
Indicator:	
Milestone Date:	

Goal:	
Target:	
Indicator:	
Milestone Date:	

Goal:	
Target:	
Indicator:	
Milestone Date:	

Goal:	
Target:	
Indicator:	
Milestone Date:	

Goal:	
Target:	
Indicator:	
Milestone Date:	

In accordance with General Statute § 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:	
Indicator:	
Milestone Date:	

Target:	
Indicator:	
Milestone Date:	

Target:	
Indicator:	
Milestone Date:	

Target:	
Indicator:	
Milestone Date:	

Target:	
Indicator:	
Milestone Date:	

In accordance with General Statute § 115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals with our safe school initiative:

Professional Development	Planned/completed

Pursuant to General Statute § 115C-105.47 (b)(10), identify the district’s plan to work effectively with local law enforcement and court officials:

Statement of Purpose and Intent:

Murphy High School is committed to providing a safe and caring learning environment for all stakeholders.

Emergency Procedures and Drills

See MHS Critical Incident Response Plan.

Fire Evacuation and Drills

Procedures: Students and personnel will evacuate the buildings of the camps according to the following: Signal -- intermittent buzzer and flashing lights. The secondary signal for evacuation will be by means of

Severe Weather (Tornado/Earthquake Procedures)

See above.

Once an emergency alarm is sounded or staff members are notified to implement tornado procedures, staff will:

Earthquake:

V. Staff Phone Tree

See MHS Faculty Phone Directory.

VI. List of Bus Drivers:

Bus Drivers on Campus During the Day: Ray Gutierrez, Glenda Hughes, Brandy Farmer, David Gentry, Amanda Johnson, Tammy Parker, David Hughes, Joseph Watson

Pursuant to General Statute § 115C-105.47 (b)(11), identify the district’s plan to provide access to information to the school community, parents, and representatives of the local community.

Funding Uses and Sources – At-risk Alternative learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding

School-based Management and Accountability Program		
Summary of School-based Waiver Requests		
Program year:		
LEA Name/Number:		
School Number (s)		Request for Waiver:
	1. Please describe the waiver you are requesting.	
	2. Identify the law, regulation, or policy from which exemption is requested.	
	3. State how the waiver will be used.	
	4. State how this waiver helps achieve the specific performance goals.	
<p>Signature of Superintendent/Designee</p> <p>Date</p>		

School-based Management and Accountability Program

Summary of School-based Waiver Requests

Program Years: 2017-2018

Murphy High School

Cherokee County Schools

200

School Number: 200-328

Request for Waiver

1. Please describe the waiver you are requesting.

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

3. State how the waiver will be used.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

School-based Management and Accountability Program

Summary of School-based Waiver Requests

Program Years:

[SCHOOL NAME]

Cherokee County Schools:

200

School Number:

Request for Waiver

1. Please describe the waiver you are requesting.

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

3. State how the waiver will be used.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

Signature of Superintendent/Designee

Date