

# Our Direction

**Murphy High**

**Date of Report: 12/8/2018**

## **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."

## **Values:**

"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.

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## **Mission:**

"Empowering students to build successful futures"

## **Goals:**

- Every student in the NC Public Education system graduates from high school prepared for work, further education and citizenship.

During the 2018-19 school year, the faculty and staff of Murphy High will initiate the PBIS model at the school.

### **Performance Measure(s)**

Performance Indicator: Murphy High's administration and faculty will form a PBIS leadership team to assess the school's level of readiness and determine first steps for implementing PBIS. The PBIS Leadership Team will review survey data and keep a record of professional development activities.		
Data Source: survey data, training recordings, agendas, minutes, material	Baseline Year: August 2018 - March 2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: The faculty and staff of Murphy High will engage in professional development related to PBIS at least twice per semester. 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.		
Data Source: survey data, faculty meeting records, professional development log	Baseline Year: August 2018-May 2019	Baseline:
Target Date:	Target:	Actual:

- Every student will demonstrate growth in courses.

During the 2018-19 school year, Murphy High's instructional leaders and teachers will emphasize student engagement in classroom activities.

**Performance Measure(s)**

Performance Indicator: 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. Teachers will keep a record of the classroom invitations and visits.		
Data Source: AdvancED student surveys, Google Calendar data	Baseline Year: October 2018-2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: 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. Teachers will use their lesson plans and/or written reflections to document the success and needs-improvement areas of the strategies employed.		
Data Source: Grade reports, assessment data, project results, team meeting records	Baseline Year: September 2018-May 2019	Baseline:
Target Date:	Target:	Actual:

- Every student, every day has excellent educators.

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.

**Performance Measure(s)**

Performance Indicator: EOC and NCFE teachers will also use SchoolNet to create tests that align test questions and objectives. These teachers should use at least one SchoolNet test per quarter.		
Data Source: EVAAS Data/NC School Report Card	Baseline Year: October 2018-May 2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Teacher will participate in professional development on how to use EVAAS and will work collaboratively throughout the school year to review EVAAS data and plan lessons and activities.		
Data Source: NC School Report Card	Baseline Year: August 2018 -- May 2019	Baseline: 5
Target Date:	Target:	Actual:

Performance Indicator: Teachers will create and use standards-based lesson plans.		
Data Source: AdvancED feedback	Baseline Year: October 2018--May 2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Teachers will use EVAAS data, benchmark data, and other collected data from formative assessments to inform lesson planning and to monitor and assess student progress.		
Data Source: EVAAS/NC School Report Card	Baseline Year: October 2018-May 2019	Baseline:
Target Date:	Target:	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

Murphy High School's instructional faculty needs to improve the school's overall NC School Report Card composite. The school currently rates as a C school, but the school's goal is to be a B school on the next school report card. Our goals have been developed to help achieve our goal of being a B school and to continue the improvement process toward an A rating.

In the recent preparation for the AdvancED engagement review, the School Improvement Team identified three specific areas in which to continue making improvements: culture, community, and achievement. Regarding culture, the administration and faculty will continue building upon the work of the past three years to create a more collaborative culture among instructional staff. This work will continue in departmental and leadership teams to address data analysis, student engagement, and professional development for student success. The implementation of the PBIS model at Murphy High will also address the aspect of culture as it relates to positive working relationships among faculty, staff, and students and among students. Concerning community, the school needs to make a concerted effort to build relationships with parents and involve parents more effectively in the continuous improvement process and in the life of the school. One step toward that is laying the foundation of a parent-teacher organization. Considering achievement, the administration and faculty recognize areas of growth in the use of data to plan instruction and to help students demonstrate growth in connection with course objectives. This data analysis includes student projections and teacher effectiveness on EVAAS, high-stakes assessment data, benchmark data, and classroom formative assessment data in connection with a more concerted effort to engage in progress monitoring and to include students in that progress monitoring.

#### **Student Outcome Data:**

EVAAS data will be used 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. For our goals related to achievement, NC School Report Card results and data will help measure student outcomes.

For community, meeting minutes with parent-leaders and the work done to start a parent-teacher organization will demonstrate progress.

For culture as it relates to PBIS, discipline data comparisons will provide evidence of successful implementation. Regarding teacher teams, meeting minutes, lesson plans, and Google Calendar activities will show progress toward this goal.

#### **Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:**

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.

Goal 1: On October 22, teachers of EOC courses completed a 2-hour professional development activity with Leslie Ledford on using student data on EVAAS to inform lesson planning.

Goal 2: Murphy High has an active PBIS leadership team in place. This team conducted a professional development activity for the entire faculty and staff on August 20, 2018. The PBIS matrix is displayed around the school and used in classrooms to reinforce behaviors that typify respect, responsibility, and resourcefulness. Quotes on display around the school remind students of their commitment to the expectations on the PBIS matrix. On August 27, 2018, Mr. Forrister introduced the PBIS concept to students during an assembly. Teachers have been using INVEST to reinforce PBIS objectives, particularly by implementing the character education component of PBIS. Beginning in October, the PBIS Leadership Team began providing character education lessons for use during INVEST on Tuesdays. These lessons reinforce key features of the MHS PBIS Matrix. Aneka James has taken the leadership role in the PBIS Leadership Team.

Goal 3: Teacher teams meet weekly to discuss engagement strategies. Teachers are sharing ideas and strategies. For example, the English Department continues to focus on improving students' reading skills through the use of programs such as ReadTheory.org, ActivelyLearn.com, and CommonLit.com. The English Department shares students' reading levels with teachers in other subjects so that every teacher has access to information that helps individualize instruction to incorporate strategies that will help students succeed across the curriculum. Additionally, teachers visit each others' classrooms to observe and glean practices that they may adapt for use in their classrooms.

## Selected Indicators:

### Curriculum and instructional alignment

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A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)

### Data analysis and instructional planning

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A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

### High expectations for all staff and students

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A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

**Student support services**

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A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.  
(5123)