



The Learning Center!

LEA 20A

945 Conaheeta Street, Murphy, North Carolina 28906

2008-2011

SCHOOL IMPROVEMENT PLAN

Prepared August 15, 2008

Revised August 21, 2009

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STATE BOARD OF EDUCATION GOALS- Future-Ready Students for the 21st Century

Goal 1- North Carolina public schools will produce globally competitive students.

Goal 2- North Carolina public schools will be led by 21st Century professionals.

Goal 3- North Carolina Public School students will be healthy and responsible.

Goal 4- Leadership will guide innovation in North Carolina public schools.

Goal 5- North Carolina public schools will be governed and supported by 21st Century systems.

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VISION

The Learning Center! is committed to collaborating with parents and the community to produce literate, competent, healthy, responsible students who will be globally competitive life-long learners. The school will provide a safe and inviting 21st Century learning environment in which all students will have the opportunity to achieve high levels of academic performance.

MISSION STATEMENT

To **provide** each student in our care with a multi-learning style approach to instruction which takes into account his/her developmental level and learning style.

To **promote** healthy self-esteem based on real academic progress and responsible membership in a community of learners.

To **produce** independent, healthy learners and problem solvers who are well prepared to succeed in the other academic settings they will enter.

Data used for analysis by the School Improvement Team included the following:

Highly Qualified/Teacher Licensure	Local Data
End-of-Grade Results	NC Teacher Working Conditions Survey (2008)
NC School Report Card	Special Education Continuous Improvement Plan
Discipline Data	Parent Surveys
Drop-Out Data	NC Wise Attendance
School Incidence Report	

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2009-2010 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 parent 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."

NAME	ROLE	SIGNATURE
Mary Jo Dyre	Director	
Karen Brinke	Assistant Director, SIP Chair	
Carol Jean Smith	Teacher, Intervention Specialist	
Christine Horne	Teacher	
Judith Bodley	Child Nutrition Director	
Shelley Farmer	Teacher Assistant, Student Physical Activities Coordinator	
Chris Crayton	Parent, Wellness Team Representative	

Date Prepared: August 3, 2010

Principal Signature: _____

_____ Date

Local Board Approval Signature: _____

_____ Date

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School Data and Summary Analysis

School Year 2009-2010

(based upon 2008-09 reports)

1. What does the analysis tell you about your school's strengths?

21st Century Students

- School ranked in the top 9% of schools in the state and met AYP with High Growth.
- Reading scores increased 11.5%, math scores increased 15.1%.
- Students with disabilities scored 13.9% higher than the state average.

21st Century Professionals

- 100% of teachers are fully licensed and highly qualified.
- Class sizes are smaller than the state average.
- Teachers play an active role in the development and implementation of policies and curriculum choice.
- Teachers make themselves readily accessible to parents and welcome parent/community involvement in the classroom.
- Teachers willingly give of their time in after-school enrichment programs.

Healthy and Responsible Students

- TLC! provides an environment that is inviting, respectful, supportive, inclusive and flexible.
- Teachers, parents and students feel safe at the school.
- There were no acts of violence to report.
- Students have scheduled time for daily physical activities.
- Our Child Nutrition program serves high quality, nutritious breakfasts and lunches daily.

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Leadership

- Administrators are accessible to staff and parents.
- Administrators value the opinions of staff.
- Administrators actively encourage parental and community involvement in the school.
- Administrators encourage innovative teaching strategies in the classroom.
- Administrators encourage teachers to participate in the development and implementation of policies, curriculum choice and other decision making processes.
- The school enjoys strong parent and community volunteerism.
- Most parents are actively involved in the education of their students.
- Parents feel welcome at the school.

21st Century Systems

- Every classroom has at least 2 computers for student and teacher use.
- High-speed internet access is available in all classrooms.
- The school's website is designed to keep parents and the public informed about the school and its policies.
- Classrooms have a variety of software and online opportunities to enhance student achievement.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

The need for additional facility is considered the most critical by parents, staff and administration. School growth is dependent upon it and students and teachers need adequate space in order to maximize productivity. Administrators will continue to pursue all possible funding avenues for facility funds.

21st Century Students

- Student attendance is lower than the state average primarily due to a few students with excessive absences.
- Math achievement scores are considerably lower than reading, science and computer scores.
- EC and struggling students need additional academic intervention services.
- Additional approaches to literacy instruction are needed to accommodate the needs of diverse learners.

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21st Century Professionals

- Teachers need more time for collaborative planning.
- Teachers want a greater voice in the decision-making process at the school.
- Teacher assessments should be consistent and based upon individually designed goals.
- Teachers must consistently and uniformly enforce the student code of conduct and administer inappropriate behavior consequences equitably.

Healthy and Responsible Students

- The number of out-of-school short-term suspensions more than doubled last year. Intervention strategies must be implemented.

Leadership

- Increase opportunities for parents to voice their opinions and concerns regarding school issues.
- Implement behavior intervention strategies with EC students to decrease parent perception that discipline is not fairly distributed.

21st Century Systems

- Improve public awareness/perception of and continue to provide training and support in integrating technology in the classroom. Make better use of classroom/school websites to promote technology.

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Priority Goals for 2009-2010

Goal 1- *Improve student achievement in all curricular areas and close the achievement gap in reading and math so no child is left behind.*

Student proficiency on end-of-grade tests was significantly higher in the 2008-09 school year. Proficiency in reading was 90.0%, an increase of 11.5%, and math proficiency was 86.8%, an increase of 15.1%. Students with disabilities continue to perform lower than their peers. The need for additional intervention support for struggling students is apparent. Student achievement in math still lags behind reading achievement.

Goal 2- *Provide more support for teachers.*

Teachers need more time for collaborative planning (Teacher Working Conditions Survey). They also need training to support the implementation of the new math curriculum.

Goal 3- *Healthy, responsible students will be taught in a safe, orderly, respectful and caring environment where excellence is valued.*

Student attendance and the incidents of being tardy and dismissed early continue to be problematic with some students. The school needs to continue to explore strategies to alleviate this problem. Out-of-school suspensions almost tripled in the 2008-09 school year (7 in 2008, 20 in 2009). The school must research and implement more effective ways to handle student behaviors and reduce the time that students miss valuable academic instruction.

Goal 4- *Provide more access to instructional technology to better meet the needs of diverse learners.*

Teachers and students need access to training, online technology resources, software and programs that assess the specific needs of students in math and allow teachers to assign individualized lessons. This need is verified by the Teachers Working Conditions Survey, the school's technology plan and the CIPP.

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State Goal 1- NC public schools will produce globally competitive students.		
School Goal 1- Improve student achievement in all curricular areas and close the achievement gap in reading and math so no child is left behind.		
Target: 1. Increase math achievement scores on EOGs to 90%. 2. Provide additional intervention for struggling students, especially students with disabilities.		
Indicator: EOG test scores, report cards		
Milestone date: June 30, 2010		
Plan/Associated Strategies	Target 1 Strategy 1	Implement <i>Investigations</i> math program in grades K-5, and Connected Math in grades 6-8, standards-based curriculums supported by the National Science Foundation, TERC and Pearson Publishing, that focus on math basics and encourage children to develop thinking skills and the ability to reason mathematically.
		Action steps: 1. Develop a school-wide vision of what effective elementary and middle school math teaching and learning should look like. 2. Identify teacher leaders who can assist others in implementation of the program.
	Target1 Strategy 2	Increase time for math instruction.
		Action steps: 1. We will adjust class schedules to allow time for math instruction that is comparable to the time allotted for the Four Blocks literacy program.
	Target1 Strategy 3	Purchase materials necessary to implement new curriculum.
	Action steps: 1. Purchase curriculum materials for both programs, including textbooks, workbooks, manipulative kits, etc.	
Target1 Strategy 4	Educate families in the <i>Investigations</i> and <i>Connected Math</i> approach and why it was chosen.	
	Action steps: 1. Teacher leaders will host a Math Open House to introduce the new math approach to interested parents. 2. Teachers will include activities to do at home with monthly/quarterly newsletters to parents.	
	Target2 Strategy 1	Assign EC Assistants to classrooms with high numbers of students with disabilities.
		Action steps: 1. Designate teacher assistant in 2 nd grade to provide additional intervention assistance to students with disabilities. 2. Hire an additional teacher assistant to provide additional intervention assistance in 3 rd and 4 th grades to students

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Target2 Strategy 2	with disabilities and other struggling students.
	<p>Expand Afterschool Intervention and Homework Help opportunities for struggling students, especially students with disabilities.</p> <p>Action steps:</p> <ol style="list-style-type: none"> 1. Hire an additional assistant to provide additional intervention services for students with disabilities and struggling students in the classroom and in Afterschool Intervention and Homework Help programs. 2. Teachers will identify and recommend students in jeopardy of falling behind in a subject for Afterschool Intervention and/or Homework Help programs. 3. Allocate funds from the school budget to provide after-school Intervention and Homework Help programs at no cost to the parents.

Plan/Associated Strategies	How will we fund these strategies?		
	Funding Source	Activity Funded	Funding Amount
	TLC! Budgeted Funds	Purchase <i>Investigations</i> and <i>Connected Math</i> materials and supplies	\$12,504.49
	IDEA- Sliver- PRC 044	EC Teacher Assistant	\$ 1,000.00
	IDEA ARRA- VI-B- PRC 144	EC Teacher Assistants	\$31,312.58
	SFSF Funds- PRC 140	After-school assistant	\$16,147.50
Implementation team: Teachers, Director and Assistant Director			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<p>Target 1 Strategy 1</p> <ol style="list-style-type: none"> 1. Minutes of math team meetings. Determination of team leaders. <p>Documentation will come from lesson plans and peer/administration observations and discussions.</p> <p>Strategy 2</p>

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	<p>1. Individual class schedules.</p> <p>Strategy 3</p> <p>1. Materials will be purchased and available for teacher/student use.</p> <p>Strategy 4</p> <p>1. Newsletters announcing the Math Open House, including date and time.</p> <p>2. Classroom newsletters with suggestions for how to work with students at home to improve math skills.</p> <p>Target 2</p> <p>Strategy 1</p> <p>1. Classroom assistant will be assigned to provide EC and intervention services in the classroom.</p> <p>2. Additional assistant will be hired to provide services to Grades 3 and 4.</p> <p>Strategy 2</p> <p>1. Personnel records will indicate hiring an additional assistant for Intervention program.</p> <p>2. After-school attendance records will document students attending Intervention program.</p> <p>3. No fees will be charged for Intervention services.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>
	<p>Target Goal 1</p> <p>Percentage of students with passing grades in math on quarterly report cards.</p> <p>Teacher observation and anecdotal notes, classroom assessments and individual student assessments of technology-based math programs.</p> <p>Increased student proficiency in math on EOGs.</p> <p>Target Goal 2</p> <p>Attendance data in Intervention and Homework Help programs.</p> <p>Teacher observations and anecdotal notes indicating improved classroom success of participating students.</p> <p>Improved grades on quarterly report card.</p> <p>Increased proficiency on EOG scores in all subject areas.</p> <p>Individual student assessments of technology-based reading and math programs.</p>
	<p>What does data show regarding the results of the implemented strategies?</p>
	<p>Based upon identified results, should/how should strategies be changed?</p>

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State Goal 2- NC public schools will be led by 21st Century professionals.	
School Goal 2- Provide more support for teachers.	
Target: Milestone date: June 30, 2010	
Plan/Associated Strategies	Target 1 Strategy 1 Administration will schedule time in the daily schedule for collaborative planning. Action steps: 1. Teachers will have daily duty-free lunch periods and meet in teams to collaborate and provide peer support.
	Target 2 Strategy 1 Math teachers and assistants (as appropriate) will participate in a week-long training in the Investigations math program. Action steps: 1. Provide funding for one week of professional development/training in the implementation of this program. 2. Provide additional and ongoing professional development opportunities for identified leaders.
	Target 3 Strategy 1 Language Arts teachers will attend the annual Four Blocks Literacy conference. Action steps: 1. Registration and travel expenses will be provided for K-8 teachers and assistants who teach language arts. 2. Administration will schedule a half day of school for students to allow travel time for teachers.

Plan/Associated Strategies	How will we fund these strategies?		
	Funding Source	Activity Funded	Funding Amount
	SRSA-PRC 091	Professional Development- <i>Investigations</i> and <i>Connected Math</i> training	\$1,019.53
	SRSA- PRC 091	Registration and travel expenses for Four Blocks conference/workshop	
Implementation team: Teachers, Director and Assistant Director, Finance Director			

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Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<p>1. Minutes of daily collaborative team planning meetings will be submitted to the Assistant Director. Minutes will include an attendance roster and description of collaborative planning efforts.</p> <p>2. Documentation of training in Investigations math program, including number of contact hours, will be submitted to the Assistant Director to be placed in each teacher’s licensure file and applied toward meeting license renewal requirements.</p> <p>3. Receipts for travel and registration and attendance certificates for Four Blocks conference.</p>
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	<p>Target 1 Feedback from the 2010 Teacher Working Conditions survey and evidence (lesson plans/activities) of increased time for collaborative planning among staff members.</p> <p>Target 2- Completion of professional development/training and successful implementation of the Investigations and Connected Math programs.</p> <p>Target 3- Reading grades and proficiency percentages on end-of-grade tests will continue to improve.</p>
	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

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<p>State Goal 3- North Carolina Public School Students will be healthy and responsible.</p>	
<p>School Goal 3- Healthy, responsible students will be taught in a safe, orderly, respectful and caring environment where excellence is valued.</p>	
<p>Target:</p> <ol style="list-style-type: none"> 1. Student attendance will increase to >95% for school year 2009-2010. 2. Decrease number of discipline referrals to the office in grades K-2. 3. Decrease the number of out-of-school suspensions, which result in missed academic instruction, to no more than 5. 4. Recognize and promote positive student behavior school-wide. <p>Milestone date: June 30, 2010</p>	
Plan/Associated Strategies	<p>Target 1 Strategy 1</p>
	<p>Track individual student attendance records in NC Wise.</p>
	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Data Manager will enter attendance data daily. 2. The Administrative Assistant will contact parents of any student who is absent from school for two consecutive days to determine the cause of the absence. 3. Acadia NorthStar will generate Intervention letters to parents in NC Wise once a week for students who reach specific attendance benchmarks. 4. The Director will sign and distribute letters to parents. 5. When a student’s absences, tardies or early dismissals approach the allowed limits, the Director will meet with parents either by phone or in person to discuss the problem. 6. When a student reaches the maximum number of excused absences for the year, a written excuse from the doctor may be required. 7. If a student has an excessive number of unexcused absences, the school will contact the proper authorities to report the truancy.
	<p>Target 2 Strategy 1</p>
<p>Professional development for teachers in grades K-2 will be offered in Positive Behavior Intervention Strategies for Early Childhood.</p>	
<p>Action steps:</p> <ol style="list-style-type: none"> 1. Schedule times for Melanie Rothchild, Director of Early Childhood Education, Tri-County Community College, to meet with teachers and assistants at each grade level individually. She will listen to their concerns about specific behaviors and provide training and strategies in how to successfully produce positive change. 	

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Plan/Associated Strategies	Target 3 Strategy 1	Teachers will collaborate to develop and implement a plan to effectively handle inappropriate student behavior in class.
		Action Steps: 1. Teachers will review the Student Code of Conduct in the school’s Discipline Plan together. 2. Teachers will agree upon a consistent method of enforcing the Code of Conduct. 3. Middle school teachers will use a common “behavior” notebook that will travel with students between classes.
	Target 3 Strategy 2	Teachers will have easy access to student discipline records.
		Action Steps: The Assistant Director will post student discipline information regularly in a Discipline Log located on the school’s server. Teachers will be able to access current information immediately when dealing with student discipline issues.
	Target 4 Strategy 1	Administrators will provide opportunities to promote positive behavior and character in the school.
		Action Steps: 1. Encourage all staff to nominate students for VIP awards to recognize students who display positive character traits, good citizenship, good work ethic, etc. Director will recognize these students during lunch every Friday. 2. Administrators will schedule a diverse selection of electives and after-school enrichment programs to appeal to a wide variety of interests.

Plan/Associated Strategies	How will we fund these strategies?		
	Funding Source	Activity Funded	Funding Amount
	TLC! Budget Allotment	Contract with Acadia NorthStar for financial, testing and NC Wise services.	\$12,000.00
	TLC! Budget Allotment	NC Wise	\$ 6,000.00
	Review frequency: Target 1- Weekly reviews. Target 2- Quarterly review of number of discipline referrals in grades K-2. Target 3- Quarterly review of discipline data to determine number of out-of-school suspensions. Target 4- Quarterly review of participation in various elective and after-school enrichment programs.		
	Implementation team: Administration, NC Wise Data Manager and staff.		

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Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Target 1 Strategy 1 Monthly PMR with student attendance data. Phone logs of parent contact. Records of letters generated by NC Wise to inform parents of student absences. Documentation of workshop attendance will be submitted to the Assistant Director to place in teacher licensure files and used to meet license renewal requirements. Daily team meeting notes will document teacher collaboration in dealing with student behaviors. The VIP book will track names of students who have been nominated. Student attendance records for elective programs and after-school enrichment programs will be maintained and submitted to the office quarterly.</p> <p>Target 2 Strategy 1 Visitor sign-in sheets will record dates and times that Ms. Rothchild is on campus to meet with teachers.</p> <p>Target 3 Strategy 1 1-2. Teachers and administration will collaborate to revise the school’s discipline policy. 3. Middle grade teachers will implement the use of a common “behavior” notebook.</p> <p>Strategy 2 A “Discipline Log” will be created and placed on the server to allow access by all staff. The logs will be regularly updated by the Assistant Director.</p> <p>Target 4 Strategy 1 1. The VIP notebook will contain the names of nominated students and the date on which they were nominated. 2. The Director will maintain a list of electives offered throughout the year. Electives will be varied to reflect the interests and talents of all students.</p>
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p>
	<p>Target 1- Student attendance will improve. Target 2- Decrease in the number of office referrals of students in grades K-2. Target 3- The number of out-of-school suspensions will decrease. Target 4- The number of students receiving positive recognition will increase while the number of negative student behaviors</p>

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	decreases.
	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?

State Goal 5- North Carolina public schools will be governed and supported by 21st Century systems.	
School Goal 4- Provide more access to instructional technology to better meet the needs of diverse learners.	
Target:	
<ol style="list-style-type: none"> Teachers need improved access to instructional technology resources that assess student progress and identify specific needs of students. Provide better student access to technology resources to enhance achievement. 	
Milestone date: June 10, 2010	
Plan/Associated Strategies	Target 1 Strategy 1
	Provide better access to instructional technology that will track student progress.
	Action steps: <ol style="list-style-type: none"> Eighth grade students will receive training in NCVPS use. Eighth grade students will participate in online courses through NCVPS. Teachers will schedule more time in class to allow students to participate in available computer programs that individualize instruction and track student progress. (Accelerated Math, Destination Math, Scholastic Reading Counts, Raz-Kids, pearsonsuccess.net, First in Math, Essential Skills, Brain Pop)
	Target 2 Strategy 1
	Provide online programs that students can access at home.
	<ol style="list-style-type: none"> Provide individual student log-ins with pearsonsuccess.net (K-5), Raz Kids (reading) and First in Math (middle grades) online programs. Eighth grade students can access NCVPS lessons at home.

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Plan/Associated Strategies	How will we fund these strategies?		
	Funding Source	Activity Funded	Funding Amount
	SRSA- PRC 091	Scholastic Reading Counts annual site license	\$1, 073.31
	SRSA- PRC 091	Raz-Kids annual subscription	\$ 79.95
	Company Grant	First in Math	\$ 0
	TLC! Budgeted Funds	Pearsonsuccess.net (included in purchase price of curriculum)	\$ 0
	NC DPI	NCVPS	\$ 0
	SRSA- PRC 091	Accelerated Math annual fee	\$1,900.00
	SRSA- PRC 091	Essential Skills	\$ 220.95
	SRSA- PRC 091	Brain Pop	\$ 195.00
SRSA- PRC 091	Scholastic, Inc. (instructional software)	\$ 225.00	
Implementation team: Director, Media Specialist, teachers, Finance Director			

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	<p>Target 1</p> <p>Strategy 1</p> <ol style="list-style-type: none"> 1. Student training by Cyber Campus personnel from Murphy High School. 2. NCVPS student registration and course credit received. 3. Class schedules will reflect time for students to access individualized technology programs. <p>Target 2</p> <p>Strategy 1</p> <ol style="list-style-type: none"> 1. Teachers will provide student login information. 2. Eighth grade students will complete assignments at home.
	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Target 1</p> <p>Eighth grade students will successfully complete and receive credit for courses completed through NCVPS.</p>

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	Student access to technology in the classroom will increase. Teachers will report on the amount of time provided during class for student access to technology through surveys and questionnaires.
	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?