Our mission is to facilitate intensive, experiential learning opportunities in order to provide academic and personal success for students who are at-risk to leave school or to graduate below potential.

**Strategic Improvement Team**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ashby Kindler</td>
</tr>
<tr>
<td>Assistant Principal Representative</td>
<td></td>
</tr>
<tr>
<td>Instructional Representative</td>
<td>Instructional Staff</td>
</tr>
<tr>
<td>Instructional Support Representative</td>
<td>Becky Ellis</td>
</tr>
<tr>
<td>Teacher Assistant Representative</td>
<td>n/a</td>
</tr>
<tr>
<td>Parent Representative</td>
<td>Lisa McDade</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Steve Hunter</td>
</tr>
<tr>
<td>Student Representative</td>
<td>Noah Walker</td>
</tr>
</tbody>
</table>

*Add to list as needed. Each group may have more than one representative.
GOAL 1: ACADEMIC FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas

SMART Goal: Each Murray student will complete and present one sample of Quality Work each academic year.

GAP Evidence: Quality Work is required in our charter every year but we have only been focusing on seniors presenting three samples of Quality Work as part of their senior portfolio. There is great variance in terms of “quality.” We would like to have a more unified perception of this and we would like to improve student understanding, as well as confidence and ability at presenting over time, rather than expecting this work only once during high school. Quality Work Projects inherently address the LLCs; to date, every project has addressed at least three of the competencies.

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Re-establish mentor groups using interest groups rather than grade level groups.
2. Revise the rubric and final expectations with support for 9th and 10th graders.
3. Continue student grants for funding of projects.
4. Formalize the presentation forum for students

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Number of students completing projects
2. Completed rubric on each project
3. Number of independent study courses resulting from Quality Work Projects.

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. Quality work groups have met 4 times. Four grants have been submitted. Most students have identified projects.
Q2. All students who are “complete” for first semester have submitted their proposals.
Q3.
Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

<table>
<thead>
<tr>
<th>Q1</th>
<th>We still have concerns that student presentations are not at the level of Quality that we would like. The film “Most Likely to Succeed” generated much discussion and as a result we are re-thinking some of the expectations that we have for this work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>We made the following adjustments to the Quality Work presentation expectations. Seniors have decided to present Quality Work presentations in April. Underclassmen will be able to present their projects to their mentor groups.</td>
</tr>
<tr>
<td>Q3</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 2: CLIMATE FOCUS**

**ACPS BOARD GOAL:** All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

**Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?**

1.1 PLAN – Identify Focus Areas

**SMART Goal:** Murray students will more effectively self-regulate and re-engage in their classwork when distracted in order to be better able to access their learning potential in the classroom.

**GAP Evidence:** In the past two years we have had students taking longer on their breaks than permitted, creating “drama” during their breaks, and being a disturbance in the hallway. This leads to an increase focus on social issues and less concentration on academics. Additionally, students are more pre-occupied with their technology, including their laptops, and are not getting their work completed.

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Add a specific “workshop” on “fives” during our student orientations.
2. Model expectations in the hallway.
3. Conduct WRAP sessions for students
4. Introduce “10 minute” yoga
5. Expand mindful lunches
1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Number of students sent to Choices for misusing their fives.
2. Staff and student surveys of “five” effectiveness.
3. Student Grades each quarter

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. Complete in all classes: 29. NMY in 1 or 2 classes: 51 NMY in 3 or 4 classes: 27
Q2. Fewer students have been sent to Choice for “fives” related issues. Several students turn phones into the office.
   Complete in all classes: 28 NMY in 1 or 2 classes 35 NMY in 3 or 4 classes 38 (7 inconclusive)
Q3.
Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1
Q2
Q3
Q4

GOAL 3: PROFESSIONAL DEVELOPMENT FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas

SMART Goal: We will create a Digital Resources Media Center for Murray High School, CPCS, and the Center for Growth and Learning.

GAP Evidence: The Murray High School Campus has not housed a library or a librarian since its inception. With the move of CPCS onto the campus we have a librarian but none of the traditional features of a library (reference books, magazines, non-fiction books, media equipment, etc.). This places us in a unique position to create a true Digital Resources Media Center in that we are not deconstructing any previous physical structures or imbedded practices and procedures, but will be creating our own facility and web presence.
1.2 **DO – Strategies**—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Meet with Becky Fisher and Becky Ellis to set quarterly goals</td>
</tr>
<tr>
<td>2.</td>
<td>Send librarian to conference at Biblio-Tech, a completely bookless digital center in San Antonio, Texas.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify digital resources desired in the physical space.</td>
</tr>
<tr>
<td>4.</td>
<td>Consult with DART about installing recording and broadcasting facilities.</td>
</tr>
</tbody>
</table>

1.3 **STUDY – Data Collection**—What measures will you use to show progress toward your goal? When/how often will you use them?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Quarterly goal setting and review with DART staff.</td>
</tr>
<tr>
<td>2.</td>
<td>Survey of staff of current needs as well as end of year results.</td>
</tr>
</tbody>
</table>

1.4 **STUDY—Results and Analysis**—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

**Q1.**
- We have met with a GM provider to learn about the hardware and software needed to provide an on-line platform.
- Librarian visited an Digital library in San Antonio, Texas
- Met with Superintendent, Ex. Director of K-12 Instruction, and DART rep. to outline next steps.
- Set a target date of Nov. 13 to identify financial resources in the division.

**Q2.**
- We have had three more meetings with COB staff but have not been given a budget to work with.
- We have attempted to meet the GM provider to further analyze the costs of the hardware and software needed. Meeting has been postponed until late February.
- We have a meeting with JMRL scheduled to explore how we might leverage common resources
- We have not been able to identify spaces for digital recording and broadcasting.
- Digital resources web-page is almost ready to launch.
- All students visited the Northside Branch of JMRL
- 40% of students have obtained a library card and learned to download books on their computers using Overdrive.

Q3.

Q4.

1.5 **ACT – Make Adjustments**—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?
Q1  We will have to meet with the Central Office staff again as the key people were not present for our last meeting. This will be to identify financial resources. We will meet with the GM representative and other vendors to see if we can reduce the quote to a more approachable number. We will assess space in this building to place our recording equipment. We are expecting DART staff to assess if we have a tricaster in place and train to use this.

Q2  All decisions we hoped to make this quarter are dependent on outside sources and so will be postponed until 3rd and 4th quarter.

We do know that we have a tricaster; we need to have IT install it and train us.

Q3

Q4