

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.

District Goals for Union County Public Schools

District Goal 1:	High achieving and globally competitive students
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Quality teacher, administrators, and staff providing innovative leadership for 21st Century schools
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 3:	Safe, orderly, and caring schools producing healthy responsible students
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.
District Goal 4:	21st century systems operating efficiently and effectively
Supports SBE Goal:	Goal 4 – Leadership will guide innovation in North Carolina public schools. Family, business, and community members involved and supportive of our schools
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

School Vision and Mission Statements for Sun Valley High School

Vision:

The vision of Sun Valley High School is to empower students to foster accountability in all areas of their lives. In support of this vision, the faculty and staff are committed to helping students develop life-long learning, productive citizenship, respect for self and others, and service to the global community.

Mission:

The mission of Sun Valley High is to provide each student with a globally competitive curriculum in an environment that promotes personal accountability, respect, and excellence.

Motto:

Excellence on display: From academics to athletics

LEA or Charter Name/Number: Union County Public Schools - 900

School Name/Number:

Sun Valley High School

School Address: 5211 Old Charlotte Highway, Monroe, NC 28110

Plan Year(s):

2011-12

Date prepared:

10/3/2011

Principal Signature: _____

Date

Local Board Approval Signatu _____

Date

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 parents 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."

Committee Position*	Name	Committee Position*	Name
Principal	Janice Burns		
Assistant Principal Representative	Randal Watts		
	Yvonne Allen		
	Karen Anderson		
	Charlie Hancock		
	Drew Marra		
	Erin McCall		
	Brian Pitoniak		
	Kelly Smith		
	Lisa Stafford		
	David Thomson		
	Susan Wasco		
Inst. Support Representative	Jim Williams, Counselor		
Teacher Assistant Representative			
Parent Representative			

* Add to list as needed. Each group may have more than one representative.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

School Performance: Based on ABC data, school overall academic performance has increased from 2008 to present.

Sub-groups: AYP was met based on 21 subgroups. The White subgroup continues to outscore the African American subgroup.

Instructional Practices: Teachers meet in professional learning communities weekly to discuss and evaluate student progress.

Classroom Walk-Throughs: Data indicates that teachers are using more technology to enhance instructions.

Technology: 100% of the classrooms have smartboards; all teachers maintain an up-to-date Moodle page that is open to students and parents.

Teacher Satisfaction: The culture of the school provides students with a positive climate for learning.

Graduation cohort rate: making gains toward 90-100%; currently at 80%+

Made AYP for the 2010 school year; School of Excellence

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

Currently, there are 21 subgroups.
The achievement gap between Whites and African American is greater than whites and Hispanics.
The achievement gap is closing between the Whites and the Hispanics.
For the 2011-12 school year, the Hispanic population will be a subgroup.

3. What is data is missing, and how will you go about collecting this information for future use?

No data is missing. However, for the 2011-12 school year, all students will be administered pre and post tests in content areas as well as Benchmarks using ClassScape for EOC courses.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Globalization: SVHS will continue to focus on meeting the requirement to become a global school, identify and provide opportunities for teacher to become global teachers and create/promote courses for students to participate in global scholars program.
2. Graduation rate: Currently, SVHS graduate rate is less than 90%. SVHS will provide opportunities for students
3. Curriculum: Provide opportunities for students to take more challenging courses, increase the number of honors and AP courses that are available to the students.
4. Staff development: ensure that teacher are utilizing tools so that students are competitive in the job market; provide opportunities for teachers and student to utilize technology (smartboard, one-to one laptop initiative, courses utilizing NCVPHS, & etc.); ensure that the North Carolina Teacher Evaluation Instrument is used as a growth tool.
5. Embrace cultural diversity: Provide opportunities that will allow teachers and students to embrace all cultures (guest speaker, clubs, staff development, course content, & etc.).

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the number of students that show growth on EOC data; Improve the graduation rate to 90-100%; Improve the number of students that take the SAT; Increase the number of students that pass 4 out of 4 content courses.

School Goal 1: Develop opportunities for students to learn in a 21st Century School utilizing innovative 21st century strategies.

Supports this district goal: High achieving and globally competitive students

Target: Standardized Testing Data
Indicator: ABC/AYP Data, Teacher/County ClassScape data
Milestone date: End of semester testing results

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: Promote the North Carolina "Future Ready Core" course of study			
	Action steps:			
	1. Future Ready vertical teaming within the cluster		5.	
	2. Provide teacher staff development utilizing Future Ready Core		6.	
	3. Provide opportunities for students to take more challenging, rigorous courses		7.	
	4.		8.	
	Strategy 2:	Strategy: Utilize 21st century technology skills to enhance instruction		
		Action steps:		
		1. Utilize Instructional Support Staff for technology needs		5.
		2. Provide opportunities for students/parents to obtain CFNC accounts		6.
3. Utilize the NC Teacher Evaluation Instrument to document teacher growth			7.	
4.		8.		

	Strategy:		
	Action steps:		
	Strategy 3:	1. Add service learning to all club by-laws	5.
		2. Provide method for individuals to document service	6.
		3. Celebrate school-wide and individual service learning opportunities	7.
4.		8.	
Plan/Do	How will we fund these strategies?		
	Funding source 1: Local district funds Funding source 2: Federal funds - Title I Funding source 3: State funds for at-risk students Funding source 4: School general funds Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding:	 \$0
	Review frequency: Quarterly		
	Assigned implementation team: School Leadership Team, Site-based Team		
	What data will be used to determine whether the strategies were deployed with fidelity?		
	NC Teacher Evaluation System, Teacher/County Benchmark and ClassScape, PLC/Content Meetings, Staff Development manager, Standardized testing (SAT/ACT, AP, Honors Courses), AYP and ABC Data, Teacher Generated Tests.		

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	EOG data, ClassScape data, AYP data, ABC data, Teacher-student-Parent surveys, NC Teacher Evaluation Instrument
	What does data show regarding the results of the implemented strategies?
	TBD
Act	Based upon identified results, should/how should strategies be changed?
	YTBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

The school received no recognition on ABC performance status; the school did not meet high growth-expected growth; 83.7% of students at or above grade level

School Goal 2:	Sun Valley High teachers will provide each student with a globally competitive curriculum.
Supports this district goal:	Quality teacher, administrators, and staff providing innovative leadership for 21st Century schools
Target:	Student graduation rate, drop out rate, increase in number of scholarships, increase in test scores (EOC, SATs, AP, etc), increase in number of students passing overall courses
Indicator:	
Milestone date:	

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: NC Teacher Appraisal Process	
	Action steps:	
	1. Future Ready vertical teaming within the cluster	5. Retention: 100% of staff will be HQ status
	2. Provide teacher staff development utilizing Future Ready Core	6.
	3. Provide opportunities for PLCs/Content meetings and Department Meetings	7.
4. Informal support system to foster a sense of community with the teachers	8.	

Strategy 2:	Strategy: Provide staff development training on the use of items such as Smart Boards, laptop carts, moodle, Senteo clickers and data projectors in order to preserve the condition of the equipment and utilize the technology in the classroom more effectively.	
	Action steps: Teacher facilitate 21st student learning	
	1. Teachers use multiple indicators to evaluate student learning.	5.
	2. Teachers use data and reflective practices to evaluate student learning; assess multiple resources to ensure student learning.	6.
	3. Teachers foster development of student learning.	7.
4.	8.	
Strategy 3:	Strategy:	
	Action steps: Provide opportunities for students/teachers to embrace cultural diversity	
	1. Incorporate cultural diversity activities into all courses	5.
	2. Display cultural project/activities throughout the school	6.
	3. Provide opportunities for teachers and students to travel abroad; provide opportunities for teachers and students from abroad to visit SVHS	7.
4.	8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Local district funds	Funding amount: \$0
	Funding source 2:	School general funds	Funding amount: \$0
	Funding source 3:	Federal funds - Title I	Funding amount: \$0
	Funding source 4:	Select a funding source	Funding amount: \$0
	Funding source 5:	Select a funding source	Funding amount: \$0
		Total initiative funding:	\$0
	Review frequency: Quarterly		
	Assigned implementation team: Site Based Management Team, Instructional Leadership Team		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	CWT, number of students graduating, number of student enrolling in post secondary education, state mandated test data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Student achievement data, benchmark testing, NC Teacher Evaluation I instrument		

What does data show regarding the results of the implemented strategies?

TBD

Based upon identified results, should/how should strategies be changed?

Act

YTBD

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

School Goal 3: Create a safe, orderly, caring, healthy, interactive, collaborative learning environment

Supports this district goal: Safe, orderly, and caring schools producing healthy responsible students

Target: All Students

Indicator: Parent Survey, Question #9 "Teachers give me good ideas about how I can help my child" SVH 45%, UPCS 68.7%

Indicator: Parent Survey, Question #7 "Parents are invited to participate in school activities." SVHS 75.5%, UCPS 86.8%

Milestone date: EOY Survey Information - SVHS goal to increase question 7,9 by 5%

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy: A proactive approach to parent communication

Action steps:

- | | |
|---|---|
| 1. Future Ready vertical teaming within the cluster | 5. Mail/send positive postcards home |
| 2. Provide teacher staff development utilizing Future Ready Core | 6. |
| 3. Add instructional resources to Moodle page | 7. |
| 4. Increase parental awareness of teacher Moodle pages | 8. |

Strategy: Develop/improve classroom/school website information

Action steps:

- | | |
|-------------------------------------|-----------|
| 1. Teacher/Class Moodle Site | 5. |
| 2. School Website | 6. |
| 3. | 7. |
| 4. | 8. |

Plan/Do	Strategy:			
	Action steps:			
	Strategy 3:	1.		5.
		2.		6.
		3.		7.
		4.		8.

Plan/Do	How will we fund these strategies?		
	Funding source 1:	School general funds	Funding amount: \$500
	Funding source 2:	Select a funding source	Funding amount:
	Funding source 3:	Select a funding source	Funding amount:
	Funding source 4:	Select a funding source	Funding amount:
	Funding source 5:	Select a funding source	Funding amount:
			Total initiative funding: \$500
	Review frequency:	Quarterly	
Assigned implementation team: Administration, Correlates, etc.			

Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Faithfulness and accuracy of phone logs, number of positive responses to note cards, number of visits to websites, parent feedback (verbal, written)		

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Strategy 1: Phone log entries vs. number of discipline referral or interventions; Strategy 2: Postcard check list, invitation checklist; Strategy 3: Track the number		

C

What does data show regarding the results of the implemented strategies?

EOY Survey Information should be able to produce positive increases from year to year.

Based upon identified results, should/how should strategies be changed?

YTBD

Act

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 4: Sun Valley will prepare students to be high achieving and globally competitive students

Supports this district goal: High achieving and globally competitive students

Target:
Indicator:
Milestone date:

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Teachers will utilize data to drive instruction

Action steps:

- 1. Future Ready vertical teaming within the cluster
- 2. Provide teacher staff development utilizing Future Ready Core
- 3. Increase diversity of assessment methods
- 4. Share common data during PLC/Content meetings

- 5.
- 6.
- 7.
- 8.

Plan/Do

Plan/Do	Strategy 2:	Strategy: School will seek to improve existing technology			
		Action steps:			
		1. Increase the number of Smartboards in the school	5.		
		2. Increase the memory on all computers		6.	
		3. Increase the number of functioning computers within the school		7.	
	4.	8.			
	Strategy:				
	Strategy 3:	Action steps:			
		1. Increase the number of students attending tutoring	5.		
		2. Increase tutoring opportunities for all students		6.	
3. Implement writing across the curriculum program		7.			
4. Increase the graduation rate to 90%	8.				
How will we fund these strategies?					
Funding source 1: Federal funds - Title I		Funding amount:			
Funding source 2: Select a funding source		Funding amount:			
Funding source 3: Select a funding source		Funding amount:			
Funding source 4: Select a funding source		Funding amount:			
Funding source 5: Select a funding source		Funding amount:			
		Total initiative funding: \$0			
Review frequency: Quarterly					
Assigned implementation team:					

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

YTBD

Act

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 5:	Increase school and community partnerships.
Supports this district goal:	Family, business, and community members involved and supportive of our schools

Target:
Indicator:
Milestone date:

Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Seek opportunities to develop business and community partners.

Action steps:

- | | |
|--------------------|---|
| Strategy 1: | 1. Future Ready vertical teaming within the cluster |
| | 2. Provide teacher staff development utilizing Future Ready Core |
| | 3. Increase the number of beneficiaries from Christmas Party |
| | 4. Develop an outreach program to new businesses |

- | |
|-----------|
| 5. |
| 6. |
| 7. |
| 8. |

Plan/Do

Plan/Do	Strategy: Develop a positive school climate.			
	Action steps:			
	Strategy 2:	1. Volunteers		5. School-wide Academic Celebration
		2. Increase attendance at school sponsored events		6.
		3. Spartan Army		7.
		4. Renaissance Program		8.
	Strategy:			
	Action steps:			
	Strategy 3:	1.		5.
		2.		6.
3.		7.		
4.		8.		
How will we fund these strategies?				
Funding source 1: Select a funding source		Funding amount:		
Funding source 2: Select a funding source		Funding amount:		
Funding source 3: Select a funding source		Funding amount:		
Funding source 4: Select a funding source		Funding amount:		
Funding source 5: Select a funding source		Funding amount:		
		Total initiative funding: \$0		
Review frequency: Quarterly				
Assigned implementation team:				

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

YTBD

Act

Safe School Plan for Sun Valley High

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:	Dr. Ed Davis
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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: (INSERT APPROPRIATE INFORMATION HERE)

Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

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: (INSERT APPROPRIATE INFORMATION HERE)

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): Randal Watts, Les Deming, Michael Zezech

Teachers: Yvonne Allen, Bari Burke, Erin McCall, Kelly Smith, Lisa Stafford, Bill Vivian

Teacher Assistants: Mary L. Parker, Maxine Turner

Other School Staff: Peggy Covington

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (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.

Senior/student failure list, PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Peer Mediators, Saturday School, School Intervention Teams, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), high school - ALTS , Rising 9th grade programs - Freshmen Focus, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze , EOC, SAT, PSAT,AP, Accuplacer, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors.

Pursuant to General Statute §115C-105.47 (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.

In-school tutoring, after school tutoring, Behavior Scales, mentoring programs, Saturday School/Academy, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

[Odysseyware, NCVPS, iSchool, CASP, Smaller class size - Lower Student/Teacher Ratio](#)

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).

Target: 100% completion

Indicator: Drill Reports

Milestone Date: EOY

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: Improved School Safety and Student Conduct

Indicator: Decreased Discipline Referrals, Decrease in Drop-out Rates

Milestone Date: EOY

Target: Higher Expectations for Students

Indicator: In the first semester of entering the program, they will show an increase in their academic achievement as compared to previous performances at their home schools

Milestone Date: EOY

Target: Customer Satisfaction

Indicator: Parent, Teacher, Student Survey expressing satisfaction will increase by 5%

Milestone Date: EOY

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

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)	Planned	monthly			
Videos - Bloodborne Pathogens, Epi-pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)	ongoing				
Certified Trainers assigned to high school clusters	Completed				
Coaches' Certification	ongoing				
Anti-Bullying Program	ongoing				
School Nurse Training	ongoing				

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

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

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.

UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

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

Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
In-School Suspension Programs Middle/High		State
Remediation		Local, State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
TRU - UCPS Tobacco Education Course		State
Special Projects Monies		Local
Other Alternative Placements		

NCVPS "GO LIVE" Goals and Associated Strategies

Area for improvement and supporting data:

In partnership with North Carolina Virtual Public Schools (NCVPS) and the "GO LIVE" initiative, and in application of the respective MOA, middle and high schools in Union County Public Schools will work collaboratively with NCVPS and the local educational agency through enhancing virtual learning services and 21st Century Future Ready Goals for students at the individual school levels.

School Goal :

By June, 2011, UCPS middle and high schools will have increased awareness and structure of virtual education opportunities within the total school program.

Supports this district goal:

District leadership, administrators, guidance counselors, teachers, district DLC, school-based "GO LIVE" team

Target:

High school and middle school students

Indicators:

Course registrations, stoplight schedule, formal and informal feedback

Milestone date:

EOY

Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1 Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.

Action steps:

1. GO LIVE team

2. Data management

3. E-collaboration & communication

4. Communication models

5. Policies and procedures

6. Enrollment Targets

7. Roles and Responsibilities

8. Reg. planning strategies

Strategy 2 Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.

Action steps:

1. SMART Goals

2. Deployment

3. Measurement

4. 3DM

5. E-learning structure/strategy

6. E-solutions development

7. Leadership training for school

8. Leadership training for district

Plan/Do

	Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.			
	Action steps:			
	Strategy 3	1. Website and varied tools		5 Promote DLA Spa
		2. Learn & Earn online participation		6. Develop middle school practices
		3. Local BOE awareness/orientation		7. Transition plans for summer
4. Inclusion of tech. services		8.		
Plan/Do	How will we fund these strategies? District wide implementation			
	Funding source 1: Local district funds	Funding amount:		
	Funding source 2: School general funds	Funding amount:		
	Funding source 3: Federal funds - Title I	Funding amount:		
	Funding source 4: Select a funding source	Funding amount:		
	Funding source 5: Select a funding source	Funding amount:		
		Total initiative fund		
	Review frequency: Quarterly			
	Assigned implementation: Site Based Management Team, Instructional Leadership Team			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	Enrollment data, GO LIVE participation notes and documentation, minutes from training and planning sessions, on-going review of spotlight schedule, documentation from NCVPS leadership, review of MOA progress report, feedback for local school and district levels.			

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark,
	Monitoring of program progress and goals in conjunction with stoplight schedule and completion of objectives on the MOA.
	What does data show regarding the results of the implemented strategies?
	TBD
	Based upon identified results, should/how should strategies be changed?
Act	YTBD