

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

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



Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for Sun Valley Middle School

Vision:

Sun Valley Middle will be a place where an inviting atmosphere is recognized as an essential component of a successful learning environment and where all stakeholders exemplify the qualities of hard work, mutual respect, teamwork, and a sense of community.

Mission:

To provide a quality education, develop citizenship, and challenge students according to their needs, interests, and abilities within a safe and orderly environment. We affirm the right of each student to fulfill his or her individual potential.

Beliefs:

We affirm that all students can learn, and that students' learning needs are our first priority.
We affirm that learning is an active, diverse process and students learn best when provided with a variety of learning activities to accommodate different learning styles.
We affirm the value of each individual, appreciate cultural and gender diversity, and recognize the physical, social, emotional, and intellectual uniqueness of each person.
We affirm that each student should have access to services, resources, technologies, and opportunities that challenge them and encourage them to succeed.
We affirm that the entire school population has a right to an atmosphere of cooperation and discipline in a safe, comfortable environment.
We affirm the need for continuous school improvement through the efforts of teachers, administrators, parents, students, and the entire community.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Sun Valley Middle School-362
School Address: 1409 Wesley Chapel Road Indian Trail, NC 28079
Plan Year(s): 2010-2014
Date prepared: September, 2011
Principal Signature: Blaire Traywick

9/26/2011

Date

Local Board Approval Signature: _____

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
Principal	Blaire Traywick
Assistant Principal Representative	Pascale Glenn
Assistant Principal Representative	Kevin Beals
Assistant Principal Representative	John Grexa
Teacher Representative-6th	Diana Ollis
Teacher Representative-7th	Lori Groves
Teacher Representative-8th	Jeffrey Stout
Teacher Representative-At Large	Craig Ringersen
Teacher Representative-Encore	Wendy Van Rees
Inst. Support Representative	Anna Waldrup
Parent Representative-6th	Janice Mc Coy
Parent Representative-6th	Michael Juhl
Parent Representative--6th	Annie Wheeler
Parent Representative-7th	Michele Bolton
Parent Representative-7th	Wendy Hill
Parent Representative--7th	Catherine Stout
Parent Representative-8th	Kristine VanKuren
Parent Representative--8th	Joanne Sloan-Barbour
Parent Representative-8th	Michelle Garrett

School Data and Summary Analysis

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?

The data shows that SVMS is making positive strides. SVMS has made gains with bridging the achievement gap; increased the number of students performing at or above grade level; and made gains on the NC Teacher Working Conditions Survey/UCPS Teacher Survey.

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

The AYP-reading proficiency target will remain the same for the 11-12 school year (71.6%). Concerns for 11-12 are for Students w/Disabilities in reading: 57.4%% were at or above grade level in reading for 2010-2011. The AYP-math proficiency target remains the same for the 11-12 school year (88.6%). Concerns for 11-12: 100% of our subgroups met proficiency in math. However, three (3) subgroups in math were met with either a CI (Confidence Interval) or SH (Safe Harbor). 86.3% of "Black" students were proficient, thus meeting the math goal with a CI. 86.2% of "Economic Disadvantaged" students were proficient, thus meeting the math goal with a CI. 74.4% of the "Students with Disabilities" were proficient, thus meeting the math goal with SH. Data from student and parent surveys showed opportunities for growth in the operation and cleanliness of the school as well as decreasing perceived lack of respect, and increasing positive communication and celebrations.



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

More assessment results and data disaggregation will be provided by UCPS's Director of Student and Testing Services. In addition, the ongoing results of planned benchmark assessments will guide instruction both for remediation and enrichment purposes.

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

1) Increase the number of students scoring proficient on the NC EOG assessments (especially those identified with disabilities); and increase students' percentage of growth based on the NC EOG assessments. 2) Continue to incorporate more 21st century skills in daily lessons and practices. 3) Develop and maintain a comprehensive character/manners/tolerance education plan to improve respect among stakeholders.

Quick Summary of SVMS Data; Year-Comparisons

Percent of Students at Levels III or IV

Reading

6th grade 10-11 86.08/ 09-10 90.0/ 08-09 78.7/ 07-08 71.6, **7th grade** 10-11 78.6/ 09-10 74.5/ 08-09 79.5/ 07-08 64.3, **8th grade** 10-11 80.2/ 09-10 84.6/ 08-09 82.2/ 07-08 67.8

Math

6th grade 10-11 90.6/ 09-10 90.5/ 08-09 89.1/ 07-08 75.8, **7th grade** 10-11 88.9/ 09-10 86.2/ 08-09 86.2/ 07-08 81.6, **8th grade** 10-11 93.1/ 09-10 94.5/ 08-09 93.3/ 07-08 82.9

Science 10-11 76.9/ 09-10 79.6/ 08-09 77.8%/ 07-08 68.5%

ABC Performance Composite: 10-11 85.04%/ 09-10 85.6%/ 08-09 84.8%/ 07-08 75.4%

2010-2011: SVMS met 28 out of 29 (96.6%) subgroup areas in AYP. According to the 2010-2011 AYP data, 96.6% of our subgroups met proficiency in reading. The reading target proficiency goal percentage is 71.6%; over all, 81.7% of all students were proficient. The “Students with Disabilities” subgroup did not meet the reading targeted goal. This subgroup’s percentage at or above grade level for reading was 57.4%; again 71.6% was needed. According to the 2010-2011 AYP data, 100% of our subgroups met proficiency in math. The math targeted proficiency goal percentage is 88.6%; overall 91.7% of all students were proficient. However, three (3) subgroups in math were met with either a CI (Confidence Interval) or SH (Safe Harbor). 86.3% of “Black” students were proficient, thus meeting the math goal with a CI. 86.2% of “Economic Disadvantaged” students were proficient, thus meeting the math goal with a CI. 74.4% of the “Students with Disabilities” were proficient, thus meeting the math goal with SH.

2009-2010: Sun Valley Middle School met 29 out of 29 (100%) subgroup areas on AYP. According to the 2009-2010 EOG’s/AYP all subgroups met proficiency goals in reading. Our percentage at or above grade level for reading was 83.8% (84.8% w/growth), when 43.2% was needed. According to the 2009-2010 EOG’s/AYP all subgroups met proficiency goals in math. Our percentage at or above grade level for math was 91.4% (91.6% w/growth), when 77.2% was needed. However, SVMS met targeted math goals with “Safe Harbor”: Students with Disabilities. Safe Harbor is defined as having decreased the number of level I’s and II’s in that subgroup by 10%, yet not meeting the target goal percent. Students with Disabilities: 71.4% scored at or above grade level, 77.2% was needed.

Gap % between	Reading	Reading	Math	Math
White and...	2010-2011	2009-2010	2010-2011	2009-2010
Black	14.0%	13.90%	8.8%	9.40%
Hispanic	9.2%	3.90%	3.2%	3.60%

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the number of students scoring proficient and showing growth on the NC End of Grade Assessments. 85.04% of SVMS students are proficient. Expected growth was met in all areas except for 6th and 7th grade math. High growth was met in all areas except for 6th and 7th grade math and 6th grade reading. The reading proficiency target is 71.6% for the 11-12 school year. Concerns for 11-12 are for Students w/Disabilities: 57.4% scored at or above grade level in reading-2010-2011. The math proficiency target is 88.6% for the 11-12 school year. Concerns for 11-12 are for Students w/Disabilities: 74.4% scored at or above grade level in math.

School Goal 1: 100 % of SVMS students will achieve grade level proficiency on applicable NC EOG assessments. SVMS will achieve the high growth standard set by NC ABC testing program.

Supports this district goal: High achieving and globally competitive students

Target:	100% proficiency
Indicator:	EOG data, ClassScape, student assessment, and tutoring
Milestone date:	End of the year

Goal 1 Improvement Strategies

Strategy 1:	Strategy: Create and implement interconnectedness across curricula pacing guides in accordance with the changing CORE and Essential Standards while incorporating Revised Bloom's Taxonomy all within PLC's.
	Action steps: Use data to guide pacing; offer professional development in technology within the classroom and how to differentiate instruction using Revised Bloom's Taxonomy; set objectives and goals while considering the implementation, and assessments; fund "differentiation" and "Revised Bloom Taxonomy" with regard to professional development opportunities.
Strategy 2:	Strategy: Use of benchmark assessments according to NCSCOS to assess student performance and needs.
	Action steps: Create assessment time lines; establish goals to be assessed; offer professional development for Class Scape, an online assessment program and understanding the data; disaggregate all data and share among all grade levels and content areas; creation and use of data boards.

Plan/Do



Plan/Do	<p>Strategy: Implement an improved academic recovery program, after school tutoring opportunities, and during-the-day tutoring sessions.</p> <p>Action steps: Analyze attendance numbers from 10-11 during-the-day remediation and after school academic recovery sessions; plan accordingly with number of days of remediation, number of teachers, and resources in order to have smaller, more focused groups. Every teacher provides weekly tutoring sessions; remediation plan between EOG tests and retesting sessions; use of Study Island intervention, online software; and yearlong tutoring provided to SVMS students by SVHS's Jr. NROTC and Beta Club students.</p>												
	<p>How will we fund these strategies?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Funding source 1: Local district funds</td> <td style="width: 20%;">Funding amount:</td> <td style="width: 30%; text-align: right;">\$15,000</td> </tr> <tr> <td>Funding source 2: Other</td> <td>Funding amount:</td> <td style="text-align: right;">\$15,000</td> </tr> <tr> <td>Funding source 3: State funds for at-risk students</td> <td>Funding amount:</td> <td style="text-align: right;">TBD</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total initiative funding:</td> <td style="text-align: right;">#VALUE!</td> </tr> </table> <p>Review frequency: Quarterly</p> <p>Assigned implementation team: All Instructional Staff</p>	Funding source 1: Local district funds	Funding amount:	\$15,000	Funding source 2: Other	Funding amount:	\$15,000	Funding source 3: State funds for at-risk students	Funding amount:	TBD	Total initiative funding:		#VALUE!
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	Funding source 2: Other	Funding amount:	\$15,000										
Funding source 3: State funds for at-risk students	Funding amount:	TBD											
Total initiative funding:		#VALUE!											
<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>EOG Data; Class Scape Data; AYP Data; ABC Data; teacher assessments; six weeks grades; EVAAS Data; Teacher, Student, and Parent</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>Class Scape Data, Study Island Data, Recovery Data, EOG Data, EVAAS Data</p>													
Check	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be determined</p>												
	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be determined</p>												
Act													

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Continue to incorporate more 21st century skills and blended learning techniques in daily lessons and practices.

School Goal 2: Expand the use of 21st Century Skills and blended learning in daily lessons and practices.

Supports this district goal: Quality teachers, administrators, and staff providing innovative leadership for 21st Century schools and Highly achieving and globally competitive students.

Target: 100% of SVMS's educators and staff are proficient with technology integration, blended learning techniques, while incorporating globalization, and increasing their their knowledge and implementation of blended learning techniques and Revised Bloom's Taxonomy.

Indicator: Professional Development participation, NCTES self-assessment, and observations.

Milestone date: May, 2012

Goal 2 Improvement Strategies:

	Strategy: Provide blended learning/technology (how-to and integration of) professional development opportunities for staff.
Strategy 1:	Action steps: Assess staff of their technology use and lesson-integration levels; respond with professional development opportunities to expand their levels of knowledge and use; embrace the 1:1 initiative in all grade levels.
	Strategy: Strengthen and/or provide diversity, globalization, tolerance, and 21st Century Skills awareness and integration professional development opportunities for staff.
Strategy 2:	Action steps: Maintain a globalization and diversity strategic priority sub-committee; create, offer, and model activities that reinforce and promote globalization, cultural proficiency, and 21st Century Skills.
	Strategy: Provide staff opportunities for PLC's, differentiation of instruction, technology, CORE and Essential Standards training with regard to their implementation with Revised Bloom's Taxonomy.
Strategy 3:	Action steps: Use staff survey data to guide professional development opportunities; have teachers trained to act as mentors in: differentiation of instruction, PLC's, blended learning, CORE and Essential Standards.



Plan/Do	How will we fund these strategies?												
	<table border="0"> <tr> <td>Funding source 1:</td> <td>Local district funds</td> <td>Funding amount:</td> <td>\$6,000</td> </tr> <tr> <td>Funding source 2:</td> <td>Other</td> <td>Funding amount:</td> <td>\$2,000</td> </tr> <tr> <td></td> <td></td> <td>Total initiative funding:</td> <td>\$8,000</td> </tr> </table>	Funding source 1:	Local district funds	Funding amount:	\$6,000	Funding source 2:	Other	Funding amount:	\$2,000			Total initiative funding:	\$8,000
	Funding source 1:	Local district funds	Funding amount:	\$6,000									
	Funding source 2:	Other	Funding amount:	\$2,000									
		Total initiative funding:	\$8,000										
Review frequency: Semi-annually													
Assigned implementation team: SIT, Administrators, Instructional Staff, Instructional Support Personnel, Curriculum Coordinators													
Check	What data will be used to determine whether the strategies were deployed with fidelity?												
	Staff development logs, observations, surveys, and teacher evaluations.												
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)												
	Lesson plans, observations, survey results, Global Schools Recognition, and all thus affecting assessment data/scores.												
Act	What does data show regarding the results of the implemented strategies?												
	To be determined												
Act	Based upon identified results, should/how should strategies be changed?												
	To be determined												

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

The need to improve character, manners, and respect levels within the learning community while promoting a safe and caring environment. Student survey results to # 26 (The school teaches good character, manners, and citizenship-64.5%); #29 (students show respect for teacher and school staff-25.2%); and #30 (teachers and school staff show respect for students-62.4%).

School Goal 3: SVMS will operate a safe, caring, and orderly school to produce healthy and responsible students that graduate from high school.

Supports this district goal: Safe, orderly, caring schools producing healthy, responsible students; and Dr. Davis's GIG fundamental philosophy.

Target:	Increase student survey "agree" results to questions 26, 29, and 30 by at least 20%
Indicator:	Student survey results
Milestone date:	End of year

Goal 3 Improvement Strategies:

Strategy 1:	<p>Strategy: Introduce, teach, establish, and enforce SVMS's "A.C.T. Like a Spartan"/PBIS matrix.</p> <p>Action steps: Strategic Priority Committee creates an action plan for implementation of PBIS activities and lessons to introduce, and teach SVMS's Act like a Spartan matrix; refer to it daily on close circuit television; show videos teaching expectations in all areas of school property; purchase Spartan Drachma goodies; and reward students for positive behaviors as out lined in the PBIS Matrix.</p>
Strategy 2:	<p>Strategy: Improve and continue to offer a comprehensive tolerance/diversity/character education program.</p> <p>Action steps: Distribute "Second Step" to all Social Studies teachers. SS teachers choose one day per week to offer a character lesson of sort. Research age-appropriate guest speakers/assemblies to share the word of tolerance, acceptance, and character. Counselors offer tips, ideas, or strategies to attach to newsletters or on the website, etc. Offer tips, ideas, or strategies to all staff as needed regarding handling of situations in an appropriate manner. Implement a weekly character word.</p>
Strategy 3:	<p>Strategy: Recognize and promote good behavior, manners, character.</p> <p>Action steps: Teams/grade levels establish criteria for reward/recognition activities or offerings to reward and promote good behavior, manners, character, etc. Create "positive postcards" to be mailed home regularly. Increase positive parent phone calls. Continue and increase participation in community service projects. The</p>

	Spartan Citizens Club recognizes academic and positive behavior throughout the year. An invitation into the club is based upon 6 weeks grades and behavior.												
Plan/Do	How will we fund these strategies?												
	<table> <tr> <td>Funding source 1:</td> <td>Other</td> <td>Funding amount:</td> <td>\$1,250</td> </tr> <tr> <td>Funding source 2:</td> <td>School general funds</td> <td>Funding amount:</td> <td>\$1,250</td> </tr> <tr> <td></td> <td></td> <td>Total initiative funding:</td> <td>\$2,500</td> </tr> </table>	Funding source 1:	Other	Funding amount:	\$1,250	Funding source 2:	School general funds	Funding amount:	\$1,250			Total initiative funding:	\$2,500
	Funding source 1:	Other	Funding amount:	\$1,250									
	Funding source 2:	School general funds	Funding amount:	\$1,250									
		Total initiative funding:	\$2,500										
Review frequency: Quarterly													
Assigned implementation team: All Staff													
Check	What data will be used to determine whether the strategies were deployed with fidelity?												
	Survey Results and NCWise Discipline Data												
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)												
	Student Survey Results, NCWise Discipline Data, PBIS audit												
Act	What does data show regarding the results of the implemented strategies?												
	To be determined												
	Based upon identified results, should/how should strategies be changed?												
	To be determined												

Safe School Plan for Sun Valley Middle School

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

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:

*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:

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal’s personnel file and disciplinary proceedings under G.S. 115C-325.

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): Pascale Glenn, John Grexa, and Kevin Beals

Teachers: All Instructional Staff

Teacher Assistants: N/A

Other School Staff: All "Other" School Staff

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.

Potential-failure list, Retained student list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Saturday School, School Intervention Teams, South Providence, Day Treatment Screening, Quarter-turn (ALTS), Single gender classes, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, 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.

During the day-remediation, student-led conferences, academic recovery, after school tutoring, behavior scales, behavior contracts, point sheets, mentoring programs, Saturday School/Academy, Intervention Teams, PEP's, IEP Goals, and 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.

Odsseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school.

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

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, Increase in Valley Voucher exchange/awards

Milestone Date: EOY

Target: Higher Expectations for Students

Indicator: In the first semester of entering a 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 be 75% or better.

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	ongoing			
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)	Completed				
Anti-Bullying Program	Planned	ongoing			
School Nurse Training	Completed				
Policy review	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.

*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.

The 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.

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		State
School Improvement Grants		Federal
School Resource Officers (SRO's)		Local
Title I		Federal
Alternative School		State
K-2 & 3-8 Reading/Intersession/Remediation		Local
TRU - UCPS Tobacco Education Course		State
Summer School -Multi-Site Plan (EOC only)		Local
Money in lieu of Summer School		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, 2012, UCPS middle and high schools will have increased awareness and structure of virtual education opportunities within the total school program.
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Supports this district goal:	District leadership, administrators, guidance counselors, teachers, district DLC, school-based "GO LIVE" team
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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.

Plan/Do

	Strategy: Increase and enhance awareness of NCVPS registration process at the local school level.		
	Action steps:		
Strategy 1:	1. GO LIVE team		5. Policies and procedures
	2. Data management		6. Enrollment Targets
	3. E-collaboration & communication		7. Roles and Responsibilities
	4. Communication models		8. Reg. planning strategies
	Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.		
	Action steps:		
Strategy 2:	1. SMART Goals		5. E-learning structure/strategy
	2. Deployment		6. E-solutions development
	3. Measurement		7. Leadership training for school
	4. 3DM		8. Leadership training for district
	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
 3. Local BOE awareness/orientation
 4. Inclusion of tech. services

6. Develop middle school practices
 7. Transition plans for summer
 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

Check

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 stoplight schedule, documentation from NCVPS leadership, review of MOA progress report, feedback for local school and district levels.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

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

Act

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

YTBD

Survey Results that will be targeted for the 2011-2012 school year:

Teacher Survey--

New responsibilities are added only after others are eliminated/efforts are made to minimize the amount of routine paperwork teachers have to do.

Limit meetings (after school or during planning periods) the week of progress reports or grades being due; keep classroom changes to a minimum.

Morale is high at my school.

Implementation of Spartan Shield (kudos are written about staff members and shared); Strategic Priority 2 to begin social events; SVM pays for coffee and filtered water; Popcorn Friday's; Active PTO; Team building activities throughout the year; Hall-crawls to showcase others' efforts and lessons and work.

Parent Survey—

I am actively involved in my child's school.

Increase opportunities and communication of or training for such opportunities.

Extra Curricular Activities

Offer clubs during the day so all have a chance to participate.

Positive Communication/Celebrations

Mail home kudos-cards to parents or students—let it be a surprise. This could be your ticket out of a faculty meeting.

Student Survey—

Clean/neat campus

Model, model, model; offer A.C.T. Like a Spartan Drachma (old Valley Vouchers) when doing something right, established cleaning routines and quality control forms; floors mopped/vacuumed on a weekly basis; replace rugs at entry doors; ISS/ASD continue work detail; routine sweeping of hallways and checking of restrooms between class changes; hanging of art work; upkeep of lawn; implement service project opportunities.

School teaches manners, character, and citizenship

Second Step Lessons, Re-enforce and re-establish A.C.T. Like a Spartan/PBIS information; offer student assemblies; increase student recognition celebrations; Student-of-the-month awards

Students show respect for teacher and school staff

PBIS incentives; Second Step Lessons; Principal/Superintendent Award; Student of the Month Award; PBIS videos,

Sun Valley Middle School Achievement Gap Strategies

Sun Valley Middle School will decrease the achievement gap between identified groups (race, gender, socioeconomic status, etc.) to within a margin of 5% by 2014.

1. Development and implementation of education goals which reflect the desires, needs, and values of UCPS, NCDPI, and SVMS and which will generate a shared commitment to education excellence.
2. Continued implementation of "Second Chance/Choice"—an opportunity for students to make up, re-do, or re-submit failing work.
3. Pilot gender-specific classrooms.
4. Active promotion that all students can succeed, demand that they do so and encourage higher education.
5. Identification and development of every student's potential through individualized assessments, appropriate placements, and ongoing encouragement from school staff.
6. Full desegregation of all school classes, programs, and extracurricular activities.
7. Decision making based on data collection and analysis, including review of school-wide data: disciplinary actions, current and past test scores, and a comparison of the stat with those of other students, schools, and areas to help determine what overall school changes are likely to improve student performance.
8. Maintenance of school partnerships that include helping schools link families with local social services; providing students with mentors, tutors, and role models; offer parent academies; increase resources available to SVMS through fund raising.
9. Encourage staff reflection on experiences of working with middle school students.
10. Create a learner-centered atmosphere/culture.
11. Empower the teachers to make appropriate, applicable instructional decisions.
12. Offer staff development on diversity and differentiation.
13. Vertical-PLC's with both feeder elementary schools and SVHS

Gap % between	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>
White and...	2010-2011	2009-2010	2008-2009	2010-2011	2009-2010	2008-2009
Black	14.00%	13.90%	21.40%	8.80%	9.40%	13.20%
Hispanic	9.20%	3.90%	17.10%	3.20%	3.60%	7.80%

Sun Valley Middle School Academic Recovery Plan (In lieu of summer school \$):

After benchmark or other types of formal assessment data has been gathered, each applicable teacher will determine who needs remediation based on a set criteria. Once identified, those students will be offered remediation during the school day for multiple days at a time within a modified schedule. Each team is responsible for their own students, with those not needing remediation being offered truly instructional enrichment activities. All schedules need to be looked at after the benchmark tests when the number of students needing remediation has been determined—this could change the needed amount of days. Input, feedback, concerns will be addressed after the first such session.

Another plan is to remediate as a grade level with all “tested” teachers\working on specific objectives. The students will rotate from teacher to teacher for help in various areas. Different “tested” areas would be offered on different days in a compact amount of time. All other teachers would work together to develop enrichment activities.

Academic Recovery will be offered throughout the school year. This is tutoring/remediation time offered to struggling/at-risk students in 1.5-hour sessions. Sessions will be held on specific dates in the early evenings and on Saturdays, again, near the end of each semester. Most of the available money will be encumbered for this. Recovery may also happen by the accrual of blue ribbons within the Study Island, online program. 1 Blue Ribbon equates to 30 minutes of recovery time earned.

Weekly, throughout the school year, teachers offer their own tutoring. Logs are being kept with student names, dates, times, and subjects/concepts.

Sun Valley Anti-bullying Plan

Union County Public Schools Policy (*Definition of Bullying*)

Union County Public Schools Bullying Policy (4-3b, 10): Bullying is a form of harassment. Under North Carolina Law, bullying is “any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property”, as defined above, “reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics”. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats.

Bullying including but not limited to Cyber Bullying: any act that takes place on or immediately adjacent to school grounds, at any school sponsored activity, on school provided transportation or at any official school bus stop, use of district internet system, use of a personal digital device on campus, or off-campus activities that cause or are reasonably expected to cause a direct and immediate impact on the orderly and effective operations of the school or the safety of individuals. Schools shall develop intervention strategies to prevent bullying including bullying via electronic devices (including, but not limited to, phones, computers, pads, and other electronic media/devices).

Sun Valley Middle School (*Definition of Cyber Bullying*)

Cyber bullying is bullying through email, instant messaging, chat room, Web site posts, digital messages or images sent to a cellular phone or personal digital assistant or other electronic medium. Cyber bullying, is like traditional bullying because it involves an imbalance of power, aggression, and action that is often repeated. Cyber bullying most often manifest itself in the following ways:

- Harassment: Repeatedly sending offensive, rude, and insulting messages.
- Denigration: transmitting and posting derogatory and untrue information on a Web page, sending it to others by email or instant messaging, or posting or sending digitally altered photos or messages.
- Flaming: Online "fighting" transmitting and posting messages with angry, vulgar language by email or instant messaging.
- Impersonation: Sending, altering, or posting vicious or embarrassing materials by using another person's online identity. (Breaking into account or using someone's password w/o permission)
- Outing: Is posting or sending someone's secrets or embarrassing information.
- Trickery: tricking a person into revealing or sharing secrets or other embarrassing information and then forwarding w/o consent.
- Cyber Stalking: are messages that scare a person, these messages are highly intimidating and include repeated threats of harm.

***Although Cyber Bullying is a real and present threat, Sun Valley Middle School and its employees cannot take action unless the bullying creates a nexus (connection) between the act and the school. If a student brings an allegation of Cyber Bullying to a Teacher or Administrator, they will determine whether there is a nexus or not. If it is determined that there is a nexus then the Union County Bullying Policy will be employed.**

Sun Valley Bullying Policy Statement

To provide a quality education, develop citizenship, and challenge students according to their needs, interests, and abilities within a safe and orderly environment. We affirm the right of each student to fulfill his or her individual potential regardless of: race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability real or perceived.

Sun Valley Statement of Purpose

To this end the faculty and staff of Sun Valley Middle School believes:

We affirm the value of each individual, appreciate cultural and gender diversity, and recognize the physical, social, emotional, and intellectual uniqueness of each person.

We affirm that each student should have access to services, resources, technologies, and opportunities that challenge them and encourage them to succeed regardless of race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability real or perceived.

We affirm that the entire school population has a right to an atmosphere of cooperation and discipline in a safe, comfortable environment regardless of race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability real or perceived.

We affirm that all students can learn, and that student-learning needs are our first priority and that no one will be denied and education because of race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability real or perceived.

Reporting Bullying at Sun Valley

Students can report acts of suspected bullying to Teachers, Counselors and Administrators. They can also report suspected acts of bullying by filling out a bully form and placing it in one of the bully boxes mounted throughout the building. Once a determination of bullying has been made by a teacher the student will be sent to one of the school counselors who will speak with all the parties involved to determine whether the incident is an argument, rude behavior or bullying. At this point the counselor will determine whether to mediate and bring the students together to work things out or to forward the complaint to the grade level administrator. The grade level administrator will then conduct an investigation to see what is happening. If it is determined that a student has indeed been bullied in school or out of school with a nexus to school then the administrator will proceed with the consequences for bullying as prescribed by the Union County Public Schools Code of Conduct.

Union County Public Schools Consequences for Bullying

- a. First Offense: 0 to 10 days suspension at the discretion of the principal dependent upon the severity of the incident (2-6 for Condensed Academic Terms - Block Schedule). *
- b. Second Offense: Automatic 3-10 days of suspension, 2-6 days for Condensed Academic Terms (Block Schedule).
- c. Third Offense: Automatic 5-10 days of suspension, 3-6 days for Condense Terms (Block Schedule), with recommendation for long-term suspension.

* Because the County Policy states that bullying is a pattern of behavior, the first time a student is referred for bullying their consequence will be assigned at the discretion of the administrator and can be anything from an In-School Suspension to several days of Out of School Suspension. Also because the policy calls for a repetitive behavior the first offense may be coded as inappropriate language, name calling, threats, etc. while the narrative will include bullying.

Anytime a student has been referred for bullying they are required to meet with the grade level counselor upon completion of their consequence to understand why their behavior was inappropriate and to develop techniques and mechanisms to modify such behaviors.

Sun Valley Bully Management

SVMS--Bullying Prevention Activities (what we do at SVMS to prevent/address bullying):

1. School assembly is held in the gym for all grade levels. Administrators speak to student body about bullying (define bullying, how and where to get assistance, who and how to tell, etc.)
2. UCPS policy on bullying is discussed with students by staff. Policy is written in student agendas that are provided by the school.
3. Lessons are taught through the "Second Step" program. This intervention program includes lessons on bullying behavior, tolerance, and empathy. These lessons are taught in Social Studies classes in grades all grade levels.
4. Counselors discuss bullying and how to get assistance during their classroom presentations.
5. Administrators discuss bullying and how to get assistance during their classroom presentations.
6. Bullying/incident forms are available throughout campus at available Bully Boxes; from administrators, counselors, online, and in the front office. These may be submitted anonymously.
7. Students are given information about how to complete an incident report and where they can be found. This report is completed by students to report things such as being bullied or others being bullied, etc. The report is then investigated by school administrators.
8. Many classes read bully-themed books as a class assignment.
9. School website has links about bullying that parents and students can access.
10. In order to be more visible and available while a large number of students are in the hallway together, staff members are assigned morning and afternoon duties. Duty assignments are spread out over the entire campus.
11. School newsletter contains information and tips about bullying.
12. Videos are used to continue educating students about bullying.
13. Send out a letter to parents informing them about bullying, definitions, and consequences of such.
14. Implementation of "A.C.T. Like a Spartan"/PBIS Program

Example of: "Incident, Intimidation, Bullying, and/or Threats Report Form"

This form is to be completed when any incidents, intimidation, bullying, and/or threats occur that involve students or staff. Please complete the form and submit to the school administration or box. This form may be completed anonymously.

Today's Date _____

Your name _____ Grade level _____

Full name of the person(s) you are accusing, if known:

Brief description of the incident: What is your concern? What happened? Where did it happen? When did it happen?

First and last names of witnesses, if known: _____

Diversity and Globalization Action Plan

School: Sun Valley Middle School

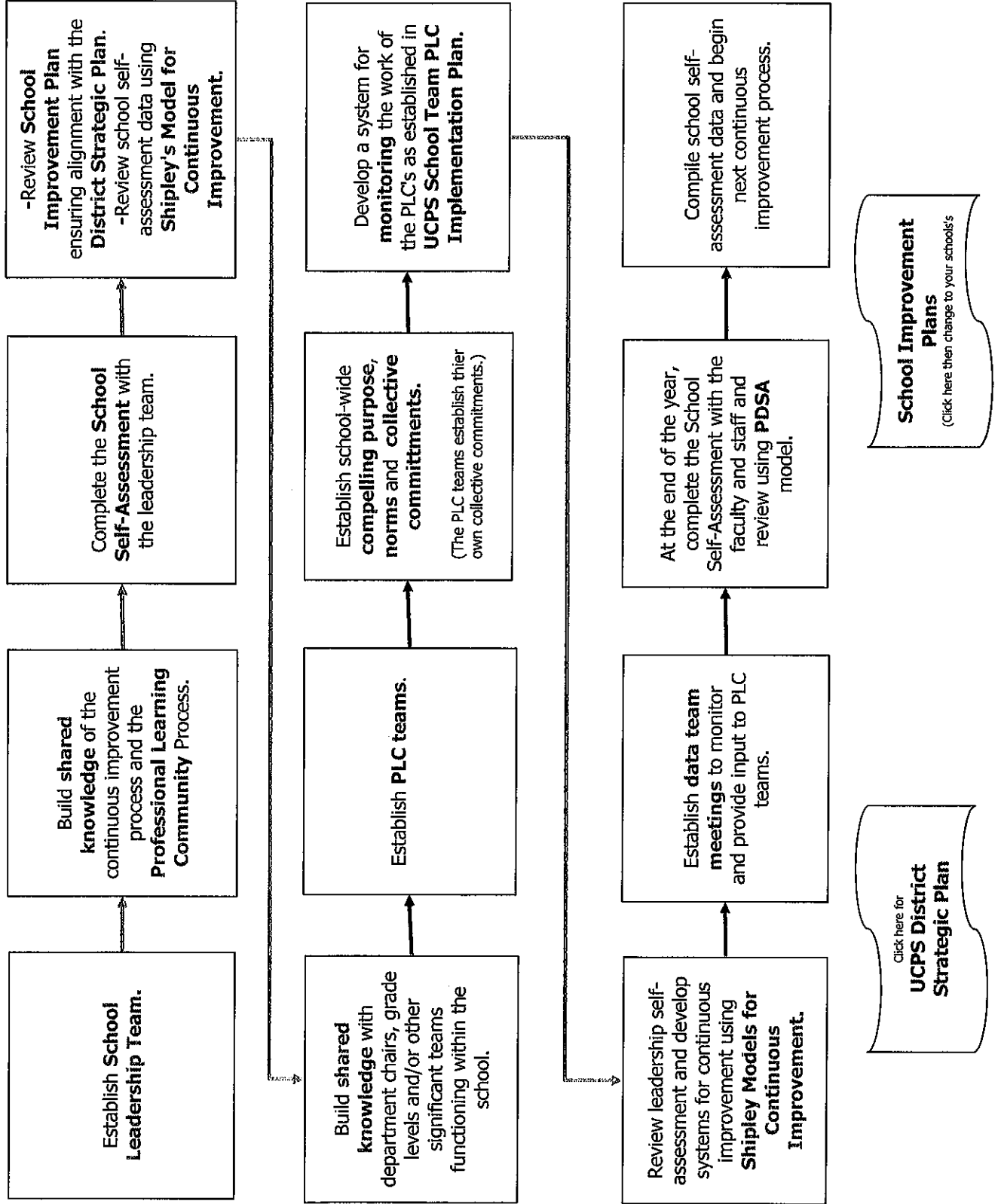
Expected Outcome(s): Creation/fruition of the Sun Valley cluster’s definition of Globalization—“Connectivity around the world” and Diversity—“Interconnectivity through recognition and respect of differences.”

Key Steps	Timeframe	Person(s) Responsible	Required Resources
1. Update or upgrade technology as needed.	Ongoing as budget allows	Administrators, Media Coordinator	Funding, Staff Input
2. Provide relevant research, model practices, and programs to address identified needs for 1:1 initiative/blended learning within all grade levels and departments.	Ongoing	Administrators Teachers Media Coordinator IT Specialist	Materials Online resources Training Curriculum Coordinators
3. Incorporate globalization across the curriculum (not just SS per se’).	Ongoing	Media Coordinator Teachers	Professional Development
4. Provide required training/awareness for staff to develop knowledge regarding diversity (differences in cultures, gender, age, economics, language, religion, abilities, race, etc.)	Quarterly	Administrators Teachers	Funding
5. Partake in World View professional development.	October	Administrator Teachers	Funding
6. Create business partnerships that reflect our definition of globalization and diversity.	Ongoing	Administrators Teachers Community Members PTO	Volunteers Planning Time

7. Increase student awareness and appreciation of cultures.	Ongoing	Administrators Teachers	Curriculum/Second Step Presentations Funding
8. Celebrate diversity through dates, events, and speakers.	Ongoing	Administrators Teachers	Funding (SVHS and SVMS will share the cost of a speaker)
9. Recruit diverse teachers.	Ongoing	Administrators	
10. Aesthetically update learning environments to reflect the definition of globalization and diversity.	Ongoing	Administrators Teachers Media Coordinator	Funding
11. Participation in staff development and implementation of higher quality PLC's.	Ongoing	Administrators Teachers	Funding Professional Development

UCPS School Leadership Team PLC (Continuous Improvement)

Implementation Plan Year 1



UCPS School Team PLC (Continuous Improvement)

Implementation Plan Year 1

