

School Motto and Mission Statements for Marvin Ridge Middle School

Motto:

Vision, Passion, Purpose, Commitment

Mission:

The mission of Marvin Ridge Middle School is to provide an educationally challenging and technologically rich instructional program that will promote a global vision, instill a sense of purpose, and inspire a passion for learning in each of our students.

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Marvin Ridge Middle School
School Address: 2831 Crane Road, Waxhaw, NC 28173
Plan Year(s): 2010-2012
Date prepared: 9/27/2011

Principal Signature: _____ _____ 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	Committee Position*	Name
Principal	Scott Broome		
Assistant Principal Representative	Steve Mann		
Assistant Principal Representative	Hilary Petta		
Teacher Representative	Michael Boyes		
Teacher Representative	Debbie Mayer		
Teacher Representative	Jan Anderson		
Teacher Representative	Anne Berryhill		
Teacher Representative	Annette Phillips		
Teacher Representative	Christina Schelb		
Teacher Representative	Angelique Newton		
Teacher Representative	Danielle Wall		
Teacher Representative	Thea Rossano		
Teacher Representative	Brenda Kasell		
Teacher Representative	Lisa Hansen		

Teacher Representative	Brita Mann		
Parent Representative	Gabby Coe		
Parent Representative	Jennifer Oldham		
Parent Representative	Sissy Renwick		

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

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Improve the academic achievement of all students and all AYP subgroups.

School Goal 1:

Marvin Ridge Middle School will increase the achievement all students and all AYP subgroups.
(Closing the Achievement Gap/Diversity & Drop-out Prevention)

Supports this district goal:

High achieving and globally competitive students

Target:

All students and AYP Subgroups

Indicator:

Benchmark, EOG testing data and six-weeks grades

Milestone date:

End-of-year

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

Strategy 1:

Strategy: Provide differentiated instruction for all students.

Action steps:

- Develop EOG Format teacher-made tests
- Administer benchmark tests
- Use benchmark data to determine remediation needs and drive instruction
- Improve reading proficiency by incorporating writing skills into reading

Strategy 2:

Strategy: Provide appropriate placement for Exceptional Children's students.

Action steps:

- Least restrictive environment
 - Year-long accommodations compliant with IEP
 - Inclusion classes
 - Resource classes
- Increase collaboration between regular education and EC teachers

Strategy 3:

Strategy: Differentiate instruction in the language arts and math programs.

Action steps:

- Integrated units of curriculum specific vocabulary
 - Web-quests
 - Individualized research projects
 - Concept maps
- Provide remedial reading and math classes
Disaggregate and analyze pre-test data by goals
Use disaggregated data to determine further instructional needs

How will we fund these strategies?

Plan/Do

Plan/Do	Funding source 1:	Local district funds	Funding amount:
	Funding source 2:	State funds for exceptional children	Funding amount:
	Funding source 3:	State funds for at-risk students	Funding amount:
	Funding source 4:	School general funds	Funding amount:
	Funding source 5:	Other	Funding amount:
			Total initiative funding:
	Review frequency:	Quarterly	
	Assigned implementation team:	All instructional staff	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Differentiation and Remediation Rosters, EC Performance Data, Benchmark Assessment Data, EOG Test Results		
	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		
	What does data show regarding the results of the implemented strategies?		
To be determined after analysis of test results at the end of the school year.			
	Based upon identified results, should/how should strategies be changed?		

Act

Strategies will be re-evaluated at the end of each school year.

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Blend 21st century skills with the NCSCOS in order to creat globally competitive students.

School Goal 2: Expand the use of 21st century skills with global learning. (Globalization & Diversity)

Supports this district goal: Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target: All students

Indicator: Lessons incorporating technology

Milestone date: End-of-year

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

Plan/Do

Strategy 1:

Strategy: Become involved with a global exchange organization.

Action steps:

- Create a partnership with Heifer International
- Educate students regarding the cause of Heifer
- Begin fundraising efforts
- Create a cluster-wide global committee

Strategy 2:

Strategy: Create a 21st Century learning environment in our classrooms.

Action steps:

- 1:1 laptop initiative for classroom use
- Technology curriclum implementation: appreciation for the arts, culture & global issues
- Connect to classrooms in other regions of the world via skype, e-pals and projects
- Extend learning through research about other regions of the world.

Strategy 3:

Strategy: Create student clubs/programs.

Action steps:

- Form a student Globalization Committee
- Create partnerships with other global student organizations within our cluster

Participate in cluster-wide globalization activities	
Provide opportunities for students to learn about other cultures via after school events	

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:	Other	Funding amount:
Funding source 4:	Select a funding source	Funding amount:
Funding source 5:	Select a funding source	Funding amount:
		Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: All instructional staff

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Lesson Plans, Classroom Walkthrough Data, Partnerships

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark,

Student Participation, Cluster-wide Participation, Attendance at Community Events

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:

Increase the number of students who make (show) growth on the North Carolina End-of-Grade Tests in reading and math.

School Goal 3: Marvin Ridge Middle School will increase the number of students making growth in reading and math. (Closing the Achievement Gap/Diversity & Drop-out Prevention)

Supports this district goal: High achieving and globally competitive students

Target: All Students

Indicator: EOG Test Results

Milestone date: End-of-year

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

Strategy 1:

Strategy: Increase collaboration among core teachers.

Action steps:

Weekly grade level planning and strategy sessions

Develop EOG-type benchmark tests

Monthly subject area planning and strategy meeting

Cross-curricular vertical teaming among grades 6, 7, & 8

Vertical teaming with 5th grade and 9th grade teachers

Strategy 2:

Strategy: Identify and support struggling students.

Action steps:

Take students through the Intervention Team process as needed

Regularly communicate and collaborate with parents and EC teachers

Implement remedial reading and math classes

Peer tutoring

Implement PEP, IEP and 504 modifications

Benchmark testing

Communicate student needs to parents

Use of ClassScapes

How will we fund these strategies?

Funding source 1: Local district funds

Funding amount:

Funding source 2: State funds for exceptional children

Funding amount:

Funding source 3: State funds for at-risk students

Funding amount:

Funding source 4: Select a funding source

Funding amount:

Funding source 5: Select a funding source

Funding amount:

Total initiative funding:

Plan/Do

Plan/Do

Review frequency: Quarterly

Assigned implementation team: All instructional staff

What data will be used to determine whether the strategies were deployed with fidelity?

EOG Testing Data, AYP Results

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

ClassScape Data RTI Universal Screening Data, Reading Leveled Assessment Data

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

To be determined after analysis of test results at the end of the school year.

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

Strategies will be re-evaluated at the end of the school year.

Check

Act

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
Implement Professional Learning Communities

School Goal 4:	Marvin Ridge Middle School will implement the use of Professional Learning Communities to increase student achievement. (PLC Plan, Closing the Achievement Gap, Drop-out Prevention)
Supports this district goal:	High achieving and globally competitive students

Target:	All Students
Indicator:	EOG Growth Results
Milestone date:	End-of-year

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

Strategy 1:	Strategy: Establish School Leadership Team	
	Action steps:	
	Build shared knowledge of the continuous improvement Process and the PLC process	Build shared knowledge with department chairs, grade-levels, committees
	Complete the school self-assessment with the leadership team	
	Review SIP to ensure alignment with the district strategic plan	
	Review self-assessment data using Shipley's Model for Continuous Improvement	

Strategy: Establish PLC Teams
Action steps:

Plan/Do

	Strategy 2:	Establish school-wide compelling purpose, norms and collective commitments		At end of year, complete the school self-assessment with the staff and review using PDSA model
		Develop a system for monitoring the work of school-wide PLC's		Complie school self-assessment data and begin next continuous improvement process
		Review leadership assessment and develop systems for continuous improvement using Shipley Models for Continuous Improvement		
		Establish data team meetings to monitor and prvide input to PLC teams		
Plan/Do	How will we fund these strategies?			
	Funding source 1: Local district funds Funding source 2: State funds for exceptional childrer Funding source 3: State funds for at-risk students Funding source 4: Select a funding source Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Total initiative fundin		
	Review frequency: Quarterly			
	Assigned implementation team: All instructional staff			
	What data will be used to determine whether the strategies were deployed with fidelity?			
	EOG Testing Data, AYP Results			

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	ClassScape Data RTI Universal Screening Data, Reading Leveled Assessment Data
	What does data show regarding the results of the implemented strategies?
	To be determined after analysis of test results at the end of the school year.
Act	Based upon identified results, should/how should strategies be changed?
	Strategies will be re-evaluated at the end of the school year.



Safe School Plan for Marvin Ridge 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
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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)

*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):

Teachers:

Teacher Assistants:

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.

Rtl teams, senior/student failure list, PEP's, Enrichment/Remediation Plans, use of BMT's, Student Accountability during the school year, Peer Mentors - Peer Mediators, Saturday School, School Intervention Teams/TAT, South Providence, Day Treatment Screening, Career Academy South Providence (CASP), Teen Pregnancy Support Personnel, high school - ALTS, middle school - ALPS, Rising 9th grade programs - STAR, Transition 9, Single gender classes, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, 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, After-school Detention, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests, MAP testing

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, 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

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 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)					
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Planned				

Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)					
Certified Trainers assigned to high school clusters					
Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

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, 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	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 2	Strategy: Increase strategic planning in regard to NCVPS and virtual education opportunities at the local school level.	
	Action steps:	
	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 3	Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.	
	Action steps:	
	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.

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:

Plan/Do

Do

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

Act

YTBD

