

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.



Marvin Ridge High School Vision and Mission Statements

Vision:

Marvin Ridge High School will provide a diverse educational experience which will empower our students to succeed as citizens in a changing global community.

Mission:

The mission of Marvin Ridge High School is to educate all students in a safe, inspiring, and globally aware environment that promotes respect for diversity, lifelong learning, challenging athletics, and extra-curricular experiences that foster successful living.

LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number: Marvin Ridge High School - 393
School Address: 2825 Crane Road, Waxhaw, North Carolina 28173
Plan Year(s): 2011 - 2013
Date prepared: Sep-11

Principal Signature: _____
Date

Local Board Approval Signatur _____
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	Bill Cook	Assistant Principal Representative	Kim Fisenne
Assistant Principal Representative	Lisa Justice	Assistant Principal Representative	Dion Mapp
Student Support Coordinator	Matt Lasher		
Guidance Counselor	Ashley Lawson	Teacher Representative	Kim Cooke
Inst. Support Representative	Cheryl Tunno	Teacher Representative	Keith James
Teacher Representative	Traci Gryder	Teacher Representative	Marcia Larr
Teacher Representative	Troy Burns	Teacher Representative	Hillary Steere
Parent Representative	Bruce Frizen	Teacher Representative	Sandra Tran
Parent Representative	Annette Rouse	Teacher Representative	Bruce Vinton
Parent Representative	Melody Graham	Teacher Representative	Sarah Wade
Parent Representative	Michael Warner	Teacher Representative	Rachael Wilson- Cranshaw
Parent Representative	Kelly Venable	Teacher Representative	Ann Yochem

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?

Marvin Ridge High School students earned 98.2% of students at or above grade level on NC EOC tests for 2010 - 2011 and 96% at or above grade level on NC EOC tests for 2009-2010. Performance increased on EOC testing from 91.3% in 2008-2009. Our school was designated an Honor School of Excellence for having achieved High Growth based on these scores. In the 2010- 2011 school year, MRHS showed high growth on all EOC assessments. Additionally, MRHS met all NCLB Adequate Yearly Progress (AYP) goals. In the fall of 2009, our school became an International World School when we were approved to offer the International Baccalaureate Diploma Programme. The first cohort of International Baccalaureate diploma candidates graduated in June, 2011 and 89% of candidates earned the IB diploma, which is 9 percentage points higher than the international diploma rate average. Along with the IB Diploma, we continue to offer a wide variety of Advanced Placement courses and gave 434 AP exams in 2011 with 74% of our students scoring passing scores of 3, 4, or 5. In the previous year of 2010, 506 AP exams were given with 66.6% of our students scoring passing scores of 3, 4, or 5. We offer on-line courses each period of the day in our distance lab that is monitored by a full-time facilitator. Courses from NCVPHS and through OdysseyWare are available in the distance lab. In 2010 MRHS represented the UCPS Confucius Classroom by traveling to China and establishing a partnership with the High School Affiliated to Nanjing University. In November of 2010, we again sent participants to create a memorandum of understanding between the two schools. In July, 2011, 22 teachers traveled to Nanjing to teach at a two week summer camp at our sister school. In other global connections, we hosted a delegation from our partner school in Germany and reciprocated with a visit from our students and staff in the summer of 2010. To further support our global connections, our World Languages Department sponsors an annual International Night to celebrate the diverse family backgrounds of our MRHS students with food, music, and displays. The International Club is one of 46 clubs and organizations that are led and directed by MRHS students. Our athletic program was awarded the Conference Wachovia Cup once again in 2011 for the fourth consecutive year, MRHS advanced to third in the NC State Wachovia Cup, and MRHS earned recognition for being ejection free in the 2010-2011 year. Leading our students in academic and athletic accomplishments, we have 48 teachers holding masters degrees and 14 that are National Board Certified. MRHS was recognized as a UCPS International School for the 2010 - 2011 school year.

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

Overall data shows that MRHS met all AYP goals and earned high EOC Composite scores school wide. However, after a closer look at individual EOC subject areas, Advanced Placement / IB scores, new county initiatives, and parent and student comments, we have identified the following areas for improvement:

1. IB diploma candidate rate of obtaining the diploma was 89%.
2. In Advanced Placement Testing, our students earning 3, 4, or 5 on the AP exams constituted 74 %.
3. 50% of the MRHS teaching staff have Smart boards in their classrooms; many are new users and professional development on this technology is a need. Teacher surveys show that 78.3% feel that they, the teacher, have access to current technology in their classroom, but the surveys also show that only 60.8% of teachers feel that students have access to current technology in their classroom. The county focus on Globalization and Innovation (GIG) are a factor in trying to improve this area.
4. SAT average at MRHS was 1093, however, numerous students have low SAT scores. UCPS will begin administering the ACT to all high school Juniors, and staff will need to incorporate ACT strategies into curricula. Additionally, we have received some parent comments from parents of students attending community colleges, that their students are struggling with the college placement examinations. The county focus on Graduation (GIG) is a factor in trying to improve this area.
5. While students are meeting proficiency overall at 98.2%, closer examination of student data indicates that many students are not meeting their growth potential on EOC's.
6. Results from a poll of the number of students involved in a student life organization is less than 100%. Results from the student survey show that 19.7% of students feel that illegal drugs, 17.3% of students feel that alcohol, and 16% of students feel that tobacco is a problem at our school.
7. MRHS has conducted staff and department meetings to improve student learning, supportive relationships with students, teacher support, and morale. However, MRHS will be implementing more formal professional learning communities throughout the school in order to more fully support these areas. Six staff members have been trained in PLC's at this point.

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

Updated student survey results about student life are needed. Updated SAT, ACT, PSAT data analysis should be completed.

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. Increase academic achievement, college / career readiness and college examination scores, and graduation rate. (see above analysis). All student groups and sub-groups perform to their highest growth potential in EOC/IMS/Course benchmarks and requirements.

2. All MRHS students actively participate in a co-curricular, extra-curricular, or athletic team in order to support a healthy and active lifestyle.

3. All students and staff engaging in lessons and activities that incorporate technology, global experiences, and 21st century learning skills. Thirty-two (50% of the MRHS teaching staff) have SmartBoards in their classrooms limiting the use of technology. Student access to technology is limited (less than 61% of teachers indicate that students have adequate access to technology). Patterns from teacher evaluations from 2010-2011 indicate that teachers need more professional development to consistently incorporate 21st century skills across the curriculum.

4. Increase college and career accessibility and the financial support of MRHS students and staff through partnerships and increased scholarships.

5. All students and staff cooperating to build effective social, academic, and professional culture.



Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Student Achievement: Priority Goal 1 is for all students to increase academic achievement, college readiness and college examination scores, and in completing requirements for graduation. Academic performance includes the following: from 96% (2009-2010) to 98.2% (2010-2011) to a goal of 100% on EOC composite; from 93%(2009-2010) to 91% (2010-2011) to a goal of 100% on IMS composite; from 66%(2009-2010) to 74% (2010-2011) to a goal of 100% of AP students scoring at levels 3,4,and 5 on AP tests; average SAT score of 1079 (2009-2010) to average SAT score of 1093 (2010-2011) to goal of average SAT score over 1100. Graduation requirements include the following: a 99.34% graduation rate (2010-2011) to a goal of 100% graduation rate; 89% (2011) to a goal of 100% of IB students receiving an IB endorsed graduate diploma; goal of 90% of all AP students enrolling in 5 or more AP classes will be eligible to be recognized as an AP Scholar with Distinction; 75% (2010-2011) to a goal of 100% of students enrolling in Career Academy will complete the program by their graduation date.

School Goal 1: To increase student academic achievement, college and career readiness, college examination scores, and graduation rate.
Supports this district goal: UCPS will meet and / or exceed state & federal standards through continuous improvement and student achievement.

Indicator: Benchmark, EOC, IMS, SAT, PSAT, ACT, AP and IB Test Scores; Graduation rates
Milestone date: 6/10/2012

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

Strategy: Create EOC, IMS, IB, EC, guidance, and AP TEAMS to hold monthly meeting & implement action plans.



Strategy 1:

Action Steps: 1. Monitoring of student progress and use of mini assessments, benchmarks, and comprehensive assessments; 2. Collaboration with Intervention TEAM and EC TEAM; 3. Collaboration with Guidance Counselors to ensure that students earn all needed credits for graduation; 4. Collaboration with Guidance Counselors to complete recommendations, to properly guide students to the most rigorous and appropriate course of study for that student. 5. Collaboration with teachers & counselors in vertical and horizontal alignment.

Strategy: Provide expanded learning opportunities and time on task.

Strategy 2:

Action steps: 1. Create and post after school and before school teacher tutoring schedules; 2. Create a peer led tutoring schedule in collaboration with the athletic coaches; 3. Create a period of Enrichment to offer students more time on task / study at the end of each semester; 4. Provide tutoring and Enrichment opportunities to advance student progress. 5. Create study group locations for AP, IB groups. 6. Implement practice exams and review sessions for AP/IB exams. 7. Increase SAT/ACT/PSAT strategy instruction throughout HS curriculum via professional development on instructional strategies and overview of exams.

Strategy: Create PEPs for each student earning 76 or below at the end of the 1st six weeks, or for students with previous PEPs or previous failures in the course.

Strategy 3:

Action steps: 1. Guidance Counselors set up meetings with students, parents, teachers and counselors; 2. The PEP team (parents, teachers, counselors, and others educators) devise a plan for improvement; 3. Teachers carry out the PEP for the semester and create a portfolio for each PEP student.

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:

Review frequency: Quarterly

Assigned implementation team: Administrators: Bill Cook, Kim Fisenne, Lisa Justice, Dion Mapp, Matthew Lasher; Guidance Counselors: Dwight Miller, Ashley Lawson, Elizabeth Bartell; Department Chairpersons: Marcia Larr, Sandra Tran, Rachael Wilson-Cranshaw, Traci Gryder, Hillary Steere, Troy Burns, Sarah Wade, Kim Cooke, Bruce Vinton, Keith James; IB Coordinator: Ann Yochem

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

Benchmarks, mock tests, EOC, IMS, AP and IB exams, ACT, SAT, PSAT; 2011 graduation rate.

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

Study

Analysis of all achievements to include short term along a timeline to show effects of strategies.

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

TBD

Act

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

TBD

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Priority Goal 2 is to increase the number of Marvin Ridge High School students to join and participate in clubs, teams, performing arts, or competitions. Each year, MRHS has hosted parent and student sessions on guidance led issues such as college entrance and high school course planning. Additionally, in the 2009-2010 school year, MRHS hosted 3 parent information sessions on community issues. In 2011-2012 school year, MRHS will host 4 or more parent information sessions on community issues.

School Goal 2: 100% of our students will actively participate in a Student Life Program.

Supports this district goal: UCPS will meet the diverse needs of all students.

Target: All students , staff, parents

Indicator: Club rosters, specific county, district, state & national awards and recognitions

Milestone date: 6/10/2012

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

Strategy: To Have 100% of Marvin Ridge High School students join and actively participate in clubs, teams, performing arts, or competitions.

Strategy 1: Action steps: Each TEAM, including athletic teams, clubs, performing arts ensembles, and academic organizations such as DECA, FBLA, FCCA, etc., will follow a school-wide guide for planning that includes the following steps: Envision, Plan, Communicate, Inspire, and Act. Counselors will encourage students to become active members of clubs and teams as part of scheduled student-counselor meetings. MRHS will continue to provide student leadership training opportunities. MRHS will continue to host parent information sessions on community issues.



Strategy: Each TEAM will communicate its Action Plan.

Strategy 2: Action steps: Each TEAM will communicate its plan to all stakeholders by submitting Action Plans to the Athletic Director, Department Chairperson, Administration, or other leaders.

Strategy: Each Team will implement and monitor its Action Plan.

Strategy 3: Action steps: Each TEAM will implement and assess the Action Plan at each stage to measure accomplishments in reaching a specific conference, county, district, state or national goals.

Plan/Do

Strategy 4: Increase attendance of parents in afterschool club and school sponsored events.
Action Steps: 1. Each Team will publicize all events to the community and parents. 2. 100% of school will react to community issues by communicating with the proper community resources.

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:

Review frequency: Quarterly

Assigned implementation team: Athletic Teams, Student Life Organizations, & Performing Arts Organizations, Administration, Teachers

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

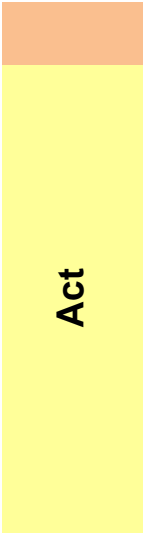
Each club, team, organization, & performing ensemble will monitor enrollments and accomplishments quarterly. Student life survey.

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

Study

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

TBD



Act

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

TBD

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Priority Goal 3 is to ensure that all students and teachers become 21st century learners. Teachers and students at Marvin Ridge High School report varying levels of technology accessibility and utilization throughout classrooms and other locations in the school. To build capacity, all teachers need to attend technology professional development, implement strategies and best practices that utilize technology, and maintain evidence of artifacts that demonstrate the incorporation of technology into their lessons and activities. 32 Marvin Ridge High School classrooms have SmartBoards, while 34 do not. Teachers with SmartBoards need professional development that will support the teacher in using the device to maximize student learning; teachers without SmartBoards need professional development that supports incorporation of other uses of technology for student advocacy and achievement in the classroom. Additionally, MRHS will continue to seek its designation as a UCPS International School with a focus on globalization and innovation that supports 21st Century learning skills.

School Goal 3:	All students and staff will engage in lessons and activities that incorporate technology, global experiences, and 21st century learning skills.
	UCPS will prepare students for the 21st century.
Supports this district goal:	

Target:	All Students
Indicator:	Students enrolled in world languages & global courses; students and staff traveling abroad; staff qualifying for MRHS Global Educator Award; students interacting with partner schools in other countries; earning the UCPS Global School Award.
Milestone date:	6/8/2012

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

Strategy: All teachers will consistently incorporate meaningful technology into daily lessons plans.

Strategy 1: Action steps: 1. Teachers will create lesson plans to incorporate technology; 2. Teachers will incorporate strategies for technology into PDPs; 3. Beginning Teachers will focus on technology

training; 4. Media Specialist will train staff in data bases, Moodle, and other technology tools that will maximize student learning; 5. Staff members will participate in professional development in technology.

Strategy: Teachers will consistently focus on themes of global studies and expose students to international culture.

Strategy 2: Action Steps: 1. Selected teachers will travel to China to lead summer school sessions in our Chinese partner school and share those experiences with staff and students upon return. 2. Students will interact with peers from our Chinese partner school through technology. 3. MRHS will host a visit from our Chinese partner school. 4. Performing Arts will incorporate global themes. 5. World Languages department will sponsor international weeks and hold an international festival. 6. MRHS community will read a globally focused book and participate in global activities related to the themes of the book.

Strategy: Teachers will consistently integrate 21st century learning outcomes and skills into lessons, assessment, and reflection on a daily basis and share data with students.

Strategy 3: Action Steps: 1. Teachers will develop /refine their own understanding of the core themes of 21st century learning and the skill outcomes student should master to succeed in work and life in the 21st century 2. Teachers will share, model, support and assess the understanding of 21st century themes and outcomes of their students. 3. Teachers will use these themes and skills in curriculum planning meetings, both vertically and within inter-disciplinary teams, to be reflected in agendas and minutes. 4. Students will create work products that reflect 21st century learning. 5. Teachers and students will regularly reflect, within the Plan, Do, Study, Act cycle, on their own progress and learning. (21st Century themes and skills include Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, Health Literacy; Collaboration, Communication, Critical Thinking, Problem-Solving, Creativity, Innovation, Leadership, Responsibility, Accountability, Initiative, Flexibility, and Social/Cross-Cultural Skills).

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	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:

Review frequency: Quarterly

Assigned implementation team: All teachers, Fine Arts Team, World Languages Team, Community Read Team, Department Chairpersons, Administration

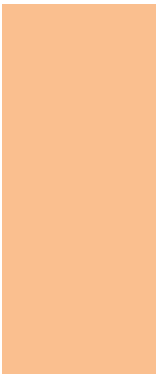
Study

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

Enrollment in and successful completion of professional development; attendance at cultural nights & camps, enrollment in world language courses, lesson plans, records of global experiences and student work products.

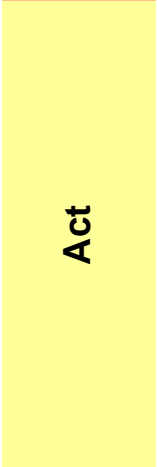
How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Analysis of attendance information; departmental and site-based team reflections with plus/delta points.



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

TBD



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

TBD

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Priority Goal 4 is to increase the college and career accessibility for 100% of the student body. Parent surveys in 2010-2011 show that only 60% of parents feel that the school provided enough information for students applying to colleges and that only 35% of parents feel that the high school provided enough information to their child about getting a job.

Priority Goal 4 is to increase college and career accessibility and the financial support of MRHS students and staff through partnerships and increased scholarships.

School Goal 4:

Supports this district goal: UCPS will meet the diverse needs of all students.

Target:	All Students
Indicator:	Partnerships & Scholarship Totals
Milestone date:	6/11/2012

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

Strategy: Communicate all scholarship opportunities to students and parents.

Strategy 1: Action steps: 1. Create a Planning Guide for seniors and parents including information about scholarships; 2. Revise Guidance Website so that scholarship resources and links to resources are on the site; 3. Senior counselor will conduct classroom visits; 4. Guidance Department will hold meetings for seniors and parents regarding scholarships and produce a scholarship newsletter; 5. Students receive information from individual guidance sessions. 6. All juniors will take the PSAT and ACT for scholarship opportunities. 7. Provide guidance in preparation for college entrance exams. 8. Prepare students for community college level entrance exams. 9. Guide students to proper test (SAT v. ACT) 10. Guidance will create a plan to address college preparation at the sophomore and junior grade levels.

Strategy: Form financial partnerships between MRHS and local organizations.

Strategy 2: Action steps: 1. Research potential groups interested in forming financial partnerships in support

Plan/Do



Strategy 1:

with MRHS; 2. Work with parent groups with interest in pursuing partnerships for MRHS; 3. Research and form partnerships with groups to provide additional support for pre-college testing.

Strategy: To Collaborate with PTSO and International organizations to support our students' success as citizens in a changing global community.

Strategy 3:

Action steps: 1. To Collaborate with PTSO for funding to support expanded technology; 2. To partner with International organizations such as Hanban, Asia Society, and local Confucius Classrooms to create global opportunities for students and staff.

Plan/Do

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:

Review frequency: Quarterly

Assigned implementation team: **Guidance Department Team; Administration; Partner Organizations**

Study

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

Funding from partnerships, opportunities for students and teacher global experiences, & total scholarship earnings.

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

Summative analysis of quarterly reviews strategies.

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

TBD

Act

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

TBD

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Priority Goal 5 is to create a caring school culture within a professional environment. Student surveys indicate that 96.3% of students feel that they have a good relationship with at least one teacher; however, perceptions on Parent Surveys show that 69.5 % of parents believe that there is someone at MRHS who takes a personal interest in their child. Perceptions on Teacher Surveys for UCPS show that 51.4% of teachers believe that morale is high in our schools. Marvin Ridge High School currently operates with a leadership model utilizing an administrative team, departmental chairpersons, site base team, and interdisciplinary teams of program area teachers. Within that framework, grade level or subject area leaders do not exist in every department. While a leadership cycle is defined, growing leadership under a PLC systems model is needed to build capacity and fulfill leadership potential of both teachers and students.

School Goal 5: To continually build positive, professional learning communities among students and staff.

Supports this district goal: UCPS learning environments will be safe, inviting, and respectful.

Target: All Students / All Staff / All Parents
 Indicator: Results from Teacher, Parent and Student Surveys
 Milestone date: 6/8/2012

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

Strategy: To develop and implement professional learning communities among students and teachers within departments, inter-disciplinary teams, and classrooms using a Dufour /PLC Systems Approach.

Strategy 1: Action steps: 1. Begin with small teams, specific departments, and EOC teacher groups to initiate Plan, Do, Study, Act processes that include engaging teaching strategies, best practice, and analysis of data . 2. All teachers will create or have students participate in benchmarks at least twice per semester to assess student growth and learning (course-alike teachers may work together to create common benchmarks). 3. Utilize peer tutors in classrooms to support student learning. 4 . Administration will work with department chairs, team leaders, and the Site-Based

Plan/Do

team to create a teacher planning/meeting room that supports use of data and reflection. 5. Administration will work with department chairs, team leaders, and the Site-Based team to create a teacher's lounge.

Strategy: Communicate with students and parents in multiple ways to show personal interest, support for teaching and learning, and develop professionally focused relationships.

Strategy 2: Action steps: 1. Provide a tutoring schedule that is communicated to students and parents 2. All teachers will utilize a website, moodle, or email distribution list that provides students and parents with information about assessments, activities, and learning strategies. 3. Teachers will attend Open House, curriculum nights, and other parent or community supported events as required and warranted to support diverse learning needs of students.

Strategy: Create an environment in which each teacher plays a role in the educational process and is supported in professional endeavors.

Strategy 3: Action steps: 1. Within inter-disciplinary teams, teachers will participate in horizontal and vertical planning to develop collegiality and support for student learning. 2. Create opportunities and provide incentives for teachers to participate in leadership roles, TEAM action plans, and as "modeling" classrooms for peer observation and growth 3. Provide professional development opportunities for teachers and by teachers that support PLC concepts, best practices, 21st Century learning, and Common Core/Essential Standards 4. Exchange teacher flex-time in order to support duties, planning, and leadership roles.

Plan/Do

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:

Review frequency: Quarterly

Assigned implementation team: Teacher Leaders, Site Base Members and Administration

Study

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

Lesson Plans, Administrative observations, event participation, staff development records, surveys, & TEAM plans.

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

Continual review of data from observations, lesson plans, staff development, TEAM Action Plans and participation on a timeline of assessment.

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

TBD

Act

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

TBD

Safe School Plan for Marvin Ridge High 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, Superintendent

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C105.47 (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 §115C105.47 (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. 115C288(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): Kim Fisenne, Dion Mapp, Lisa Justice

Teachers: All Teachers

Teacher Assistants: Melissa Hill, Lori Thomas, Jeffery Waldrop

Other School Staff: Dwight Miller, Ashley Lawson, Elizabeth Bartell, Beth Hamilton, Cheri Arthur, Elizabeth Howell, Lucinda Ourant, Neil Sullivan, Tracey Thompson

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.

MRHS Code of Student Conduct, Student Management Center, Discipline process, Saturday School program, Tobacco and Drug/Alcohol classes, Content Area Planning Teams, Intervention Team process, Personal Education Plan process, Enrichment Planning, After school EOC Tutoring plans, Individual Teacher Tutoring Times, Benchmark Analysis, 504 Team process, EC Team process, ESL Team process, Attendance Counselor procedures, Drop-out Prevention Counselor initiatives, Grade Level Counselor - Student meetings, Guidance Referral process, Anti-bullying plan, Student Life Program

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.

Functional Behavior Assessments, Behavior Intervention Plans, Intervention Team process, Guidance Counseling and Referral process, Behavior Monitoring strategies, Student Management Center, Administrator/Counselor/Student meetings for students in danger of failing, and SRO assistance.

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.

South Providence Career Academy counseling, South Providence High School - home school counselor/administrator visits, NCVirtual Public High School, Odysseyware, Transition planning, Regular Education Teacher consultation for parents/student/homebound teacher, Guidance Counselor monitoring, Online Lab Facilitator monitoring of progress in online classes

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) to ensure emergency preparedness.
Target: 100% completion
Indicator: Drill Reports, CIRK Kit completion
Milestone Date: 6/15/2012

Goal: Improve safety supervision at entrances/exits, during class transitions, in cafeteria
Target: Improved school safety perception and decrease in transition incidents.
 Parent, teacher, student survey expressing safety satisfaction will be 93%. Number of incidents occurring during transitions will decrease from previous year.
Indicator:
Milestone Date: 6/10/2012

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 Safety and Student Conduct
Indicator: Decrease in number of discipline referrals
Milestone Date: 6/10/2012

Target: Consistent expectations for at-risk students to ensure safety
Indicator: Reduce number of referrals for repeat offenses by at-risk students
Milestone Date: 6/10/2012

Target: Reduce bullying incidents at MRHS
Indicator: Bullying plans successfully implemented for 100% of reported or observed cases.
Milestone Date: 6/10/2012

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 and High School Principal's Meetings	Planned
Bloodborne Pathogens, Epi-pen, Diabetes, Asthma and chronic illness training	Completed
Gang Awareness Training	Completed
Critical Incident Training	Completed

MRHS Code of Conduct and Teacher Handbook Review	Completed
Emergency Drill and Event Training	Completed
SRO Training	Planned
School Nurse Training	Planned
AP Academy	Planned
Intervention/EC/504/Counselor Professional Development on Instructional/Behavioral/Social strategies	Planned

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. 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 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. The SRO at MRHS will be visible throughout the school at transition times and during the hours of operation for the cafeteria.

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 Board of Education.

Parents and the local community are informed via Connect-Ed, website postings, printed handbooks and agendas, letters home, student and family recognition programs, PTSO sponsored events, and Booster Club programs.

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		local, state, federal
Dropout Prevention counselor		state
Remediation		state
School Resource Officers		local
Alternative School		state
Alternative Learning Programs		state, local
SMC Coordinator		
Attendance Counselor		
EC services		
504 Coordinator		
Intervention Team Process		

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: 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.

Plan/Do

Plan/Do

Action steps:

- Strategy 2:
- 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

Strategy: Promotion and marketing strategies will be targeted for student, parent, and teacher awareness.

Action steps:

- Strategy 3:
- 1. Website and varied tools
 - 2. Learn & Earn online participation
 - 3. Local BOE awareness/orientation
 - 4. Inclusion of tech. services
 - 5 Promote DLA Spa
 - 6. Develop middle school practices
 - 7. Transition plans for summer
 - 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: |
| Funding source 5: | Select a funding source | Funding amount: |
| | | funding: |

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 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,



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?

YTBD