

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – Every student in the NC Public School System graduates from high school prepared for work, further education, and c

Goal 2 – Every student has a personalized education

Goal 3 – Every student, every day has excellent educators

Goal 4 – Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and ed

Goal 5 – Every student is healthy, safe, and responsible



District Goals for Union County Public Schools

District Goal 1:	High achieving and globally competitive students
Supports SBE Goals 1&2:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
District Goal 2:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Supports SBE Goal 3:	Every student, every day has excellent educators
District Goal 3:	Safe, orderly, and caring schools producing healthy and responsible students
Supports SBE Goal 5:	Every student is healthy, safe, and responsible
District Goal 4:	21st century system operating effectively and efficiently
Supports SBE Goal 4:	Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators
District Goal 5:	Leadership will guide innovation in collaboration with family, business, and community members

Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p>
<p>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 needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>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)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>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)</p>
<p>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)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

School Vision and Mission Statements for Marvin Ridge High School

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

School Address: 2825 Crane Road, Waxhaw, NC 28173

Plan Year(s): 2014-15 & 2015-16

Date prepared:

Sep-15

Principal Signature:

Donna Cook

30-Sep-15

Date

Local Board Approval Signatu

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Donna Cook	Parent Representative	Kelly Lang Ramirez
Assistant Principal Representative	Matt Lasher	Parent Representative	Victoria Liccione
Assistant Principal Representative	Shannon Long	Parent Representative	Courtney Mueller
Assistant Principal Representative	David Thomson	Parent Representative	Karen Shelton
Inst. Support Representative	Carren Heartley	Academic Booster Club Rep:	Amy Sutherland (ex-officio participant)
Teacher Representative	Debbie Every		
Teacher Representative	Sandra Tran		
Teacher Representative	Justin Jones		
Teacher Representative	Steven Wilson		
Teacher Representative	Hillary Steere		
Teacher Representative	Alice Shrader		
Teacher Representative	Meryl Baumgarten		
Teacher Representative	Skylar Brosse		
Guidance Representative	Ann Ennis		

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



School Data and Summary Analysis

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

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

1. What does the analysis tell you about your school's strengths?

In the 2014-15 school year, MRHS exceeded growth expectations and had an 91.1% grade level proficiency performance composite (students scoring levels 3, 4, or 5) on the End of Course tests which are part of the NC Ready testing program. 85% of students performed at "college and career ready" levels of 4 and 5 on the End of Course tests. These performance composites are well above the district and state averages in the NC Ready testing program. In June of 2015, MRHS graduated 99.5% of seniors in the 4 year cohort, which was one of the highest percentages in the state as compared to other schools of a similar size. The ACT composite of MRHS students from the spring of 2014 yielded 94% earning the UNC system minimum score of 17 or higher. In 2014-15, 1079 Advanced Placement exams were completed by MRHS students, which is the highest number of total exams given by any high school in UCPS. 77% of students achieved levels 3, 4, or 5 on their AP exams in 2014-15. Additionally, the school offers the International Baccalaureate program and in 2014, 87.5% of the 48 candidates in the program earned their IB Diploma, which is above the world average. Marvin Ridge High School was named a 2015 Gold Award Winner from the U.S. News and World Report, an honor given to only 3% of the nation's approximately 20,000 public high schools. This award is based on on students' state assessment performance, and their preparedness for college, as evidenced by the percentage of students taking and passing Advanced Placement and International Baccalaureate exams. The technology platform and availability of technology training and instructional resources are strengths of MRHS. MRHS continues to maintain strong global education initiatives, which include a sister school partnership with the High School Affiliated to Nanjing University in Nanjing, China. In the summer of 2015, the fifth group of teachers from MRHS and other district schools traveled to Nanjing to teach in a two week camp. The sister school partnership has grown to include student exchange visits as well. Survey data indicates strengths in the areas of high expectations and challenging work for students, safety/facilities, a climate of mutual respect, access to current technology, extracurricular offerings, along with collaborative work among staff members and parental engagement within the school. Students have a variety of extracurricular opportunities at MRHS with approximately 60 clubs and students organizations as of the fall of 2015. The athletic program has been awarded the conference Wells Fargo cup for eight consecutive years, and



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

Through an analysis of available student achievement test results, survey data, and other sources of information, the following areas for improvement have been identified:

- improved student performance across subgroups, particularly noting gaps between certain subgroups, through EOC and ACT data analysis. Subgroup performance of noteworthy concern includes that for students with disabilities and economically disadvantaged.
- increased vertical articulation and planning, both within and departments at MRHS and between Marvin Ridge High and Marvin Ridge Middle School
- There is room for continued improvement as indicated in the student achievement data within all tested areas, including EOC, Advanced Placement and International Baccalaureate programs.
- Student survey data indicates concern with regard to student drug, alcohol use, students having positive relationships with teachers, and students knowing where to report non-academic problems. Parent survey data indicates room for improvement with sharing of information related to jobs and college, providing positive feedback regarding students, providing ideas to help students, and someone taking a personal interest in students. Teacher survey data indicates room for improvement related to equal distribution of duties, timely feedback from discipline referrals, frequency of walkthroughs, and receiving positive feedback.
- Strengthening implementation of Professional Learning Communities is an additional area for improvement at MRHS.

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

NC Final Exam data would provide additional insight with regard to student achievement

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. Marvin Ridge High School will increase students' academic growth and proficiency rates on standardized assessments. (NC Ready and EVAAS data) 2. All staff will work to ensure that each student is well-known by at least one adult advocate in the school who supports that student's educational experience. (Survey data and AdvancED recommendations) 3. Formalize and implement with fidelity system-wide procedures that implement and support collaboration and operation as a collaborative learning organization (Professional Learning Communities; PLCs) (Survey data, test and EVAAS data). 4. Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. (AdvancED recommendation) 5. Engage students in learning through instructional strategies that ensure achievement of learning expectations. (AdvancED recommendation)

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Priority Goal 1 is to increase students' academic achievement and academic growth, along with achieving a graduation rate of 99.5% or higher. Data that supports this goal includes the EOC, ACT, AP and IB scores available from previous years.

School Goal 1:	Marvin Ridge High School will increase students' academic growth and proficiency rates on standardized assessments.
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Supports this district goal:	High achieving and globally competitive students
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Target:	Increase overall student achievement as measured by EOC, AP, ACT & IB exams and exceed growth expectations.
Indicator:	EOC, AP, ACT & IB assessment data.
Milestone date:	Jun-16

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

Plan/Do

Strategy 1:	<p>Action steps: Provide expanded and extended learning opportunities in a variety of formats.</p> <p>Each teacher will offer at least two tutoring sessions per week. Tutoring and enrichment opportunities will be provided in a variety of additional formats as well. Study groups will be organized for AP & IB groups. Benchmark exams will be used to gather assessment data and to identify student strengths and weaknesses at strategic points within each semester.</p>
Strategy 2:	<p>Action steps: Strengthen school-wide Professional Learning Community structure and use of common assessment</p> <p>Regular department meetings will be held, along with regular meetings of teachers of like courses such as the EOCs. These sessions will provide opportunities for development of assessments, analysis of available assessment data, and sharing of resources and ideas to strengthen areas of concern.</p>
Strategy 3:	<p>Action steps: Identification of at-risk students for proactive intervention.</p> <p>All available sources of data (achievement data grades, attendance, etc.) will be utilized in order to identify students at-risk of failure. Plans to address student needs will be developed, and communication between staff, students, and parents will be an essential step to address the areas of concern. Personal Education Plans will be utilized to document interventions and support strategies as appropriate.</p>





Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	High growth and increased proficiency/pass rates on varied assessments will be achieved.
Check	What does data show regarding the results of the implemented strategies?
	This will be monitored throughout the School Improvement Plan cycle.
Act	Based upon identified results, should/how should strategies be changed?
	Data will be disaggregated at regular, relevant intervals so that strategies can be adjusted accordingly.





Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Based on feedback from our district's most recent AdvancED Accreditation review, Priority Goal 2 is to develop, implement, and evaluate policies to ensure that each student is well-known by at least one adult advocate in the school who supports that student's educational experience.

School Goal 2:	All staff will work to ensure that each student is well-known by at least one adult advocate in the school who supports that student's educational experience.
Supports this district goal:	Safe, orderly, and caring schools producing healthy and responsible students
Target:	All students & staff
Indicator:	Percentages of positive response regarding relationships and lines of support as indicated on student, parent & teacher surveys
Milestone date:	June, 2016

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

Plan/Do

Strategy 1:	<p>Action steps: Students will be surveyed in order to provide the staff with more specific information regarding</p> <p>All students will be surveyed via a brief Google survey regarding their personal perspective on adult advocates within our school. This will supplement the district survey data we have from 10th graders each spring.</p>
Strategy 2:	<p>Action steps: Teachers will identify students within their classes who may need increased and strategic advocacy.</p> <p>Administrators and guidance staff will gather input from teachers regarding students in their classes for whom they feel increased and more intentional advocacy efforts are in order.</p>
Strategy 3:	<p>Action steps: The school will engage in a Community Read title focused on social/emotional themes.</p> <p>The entire school community will engage in a Community Read event focused on the popular young adult title, <i>Thirteen Reasons Why</i> during the fall of 2015. This shared conversation will address a wide range of social emotional themes and a consideration of the power of our words and actions on others.</p>





Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Survey data, along with anecdotal/observational data will be utilized. Attendance and discipline referral data may also provide relevant feedback for school leadership in monitoring this goal area.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>This will be monitored during the School Improvement planning cycle.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>The need for increased and adjusted strategies will be monitored by administration, guidance, and Site-Based Team representatives.</p>



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

UCPS underwent the AdvancEd Accreditation process during the 2013-14 school year. Through this process, the need for continued focus on the implementation of a collaborative professional learning community framework was identified.

School Goal 3:	Formalize and implement with fidelity system-wide procedures that implement and support collaboration and operation as a collaborative learning organization (Professional Learning Communities; PLCs)
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Target:	Strengthened implementation of the Professional Learning Community Framework
Indicator:	Teacher Survey Data related to participation in PLC
Milestone date:	Jun-16

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

Plan/Do	Strategy 1: Establish School Leadership Team and PLC Teams	Action steps: PLCs shall meet both formally and informally, and promote healthy productive decision-making about student learning and the conditions that support student learning.
		<ol style="list-style-type: none"> 1. Select and or organize team members 2. Build shared knowledge 3. Compile and analyze school data 4. Review the School Improvement Plan 5. Determine actions needed in order to maximize student achievement
	Strategy 2: Implement/ maintain PLC process	Action steps: PLC's shall set goals for improvement, coordinate their improvement efforts, and monitor progress.
		<ol style="list-style-type: none"> 1. Identify areas of improvement 2. Create SMART goals 3. Focus and align activities and strategies 4. Monitor progress





Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Survey and student achievement data will assist in determining progress toward this goal.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>Data in this area will be monitored through the School Improvement Plan cycle.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>The need for adjustment to strategies will be identified through ongoing data analysis.</p>



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Marvin Ridge High School will fully implement its School Improvement Plan to assist our school in operating effectively and efficiently.

Plan/Do

School Goal 4:	Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.
Supports District Goal 4:	21st century system operating effectively and efficiently
Target:	All UCPS schools
Indicator:	will implement the SIP process with fidelity
Milestone date:	by June 15, 2016

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

Strategy 1:	Action steps:
Implement with fidelity, the district's SIP process	<ol style="list-style-type: none"> 1. Present principals with the SIP process 2. Conduct SIP work session at leveled meetings 3. Conduct peer reviews of plans and provide feedback 4. Conduct director reviews of plans and provide feedback 5. Directors complete progress checklist with individual schools



Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group	Course name/title	Course provider	Date completed
SBMT Members	SIP Process	N/A	June, 2016
MRHS Staff	SIP Process	SBMT Members	June, 2016

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1: School general funds	Funding amount:	TBD
Funding source 2: Select a funding source	Funding amount:	\$0
Funding source 3: Select a funding source	Funding amount:	\$0
Funding source 4: Select a funding source	Funding amount:	\$0
Funding source 5: Select a funding source	Funding amount:	\$0
	Total initiative funding:	#VALUE!

Review frequency: Twice per year

Assigned implementation team:

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

Results of the SIP Progress Checklist

Check



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Results of the SIP Progress Checklist
Check	What does data show regarding the results of the implemented strategies?
	The data will show a focused implementation of the School Improvement Plan with a focus on increased student achievement.
Act	Based upon identified results, should/how should strategies be changed?



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Action #2

School Goal 5:	Engage students in learning through instructional strategies that ensure achievement of learning expectations
Supports District Goal 1:	High achieving and globally competitive students

Target:	A 2% increase
Indicator:	in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments
Milestone date:	Jun-16

Plan/Do

Strategy 1: Teachers will attend high-yield instructional strategies training for utilization in the classroom	<p>Action steps: Utilize instructional strategies that require students collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as an instructional resource and learning tool.</p> <ol style="list-style-type: none"> ITFs will offer weekly sessions on research-based instructional technology strategies and Schoolnet ICFs will offer sessions on research-based high-yield strategies and Schoolnet Building-level curriculum support personnel will offer ongoing support for teachers.
Strategy 2: Teachers will receive feedback and coaching on the implementation of the strategies	<ol style="list-style-type: none"> District-level and school-based administrators and support staff will perform formal and walk through visits to observe instructional practices and provided feedback and coaching to teachers.
Strategy 3: Teachers will measure the effectiveness of the strategies on student achievement	<p>Action steps: Instructional strategies and interventions must be personalized to address the individual learning needs of all students</p> <ol style="list-style-type: none"> Teachers will compile appropriate data such as previous EOG and EOC scores, benchmark results, formative classroom assessment results. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies. Teachers will adjust their instruction as needed to meet the needs of all students.



Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group	Course name/title	Course provider	Date completed
UCPS ICFs and ITFs	Schoolnet	UCPS and NCDPI	Jun-16

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	Select a funding source	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team:

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

School Improvement Plan Checklist

Check

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Analyze a variety of data sources
	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?



Checklist of State-required On-going Operational Activities

All Schools

Does this school:

- Implement strategies for improving performance of all students?
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- Plan use of staff development funds?
- Plan for use of assessments to monitor student progress?
- Provide daily duty-free lunch to teachers?
- Provide at least five hours of planning time for teachers each week?
- Implement strategies for involving parents and the community in the educational program?
- Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.