Comprehensive Progress Report

Mission: Our mission is to fulfill the vision of The Basic School by Dr. Ernest L. Boyer. At UCS, everyone UNITES to promote learning; teachers are empowered to meet the individual needs of students; and parents are partners.

Vision: Our school is a connected community of learners. The curriculum is hands-on and integrates the arts with core subjects. Our climate is warm, welcoming, and student-friendly. Staff members serve as role models for students, exemplifying good character and core virtues.

Goals:

Goal 1: All students will achieve at least 1.5 years of academic growth.

Goal 2: 90% of students will meet/exceed grade level expectations and/or IEP goals by their third year of enrollment at UCS.

Activity in the last 12 months

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	High expectations for all staff and students			
KEY A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers have received basic school training and have implemented positive discipline techniques. In most general education classrooms, teachers have procedures and routines in place which help with classroom management. In special area classes, the school needs to work more closely with non-full-time staff to ensure the school's management policies are put into practice.	Limited Development 10/09/2018		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	In all classrooms, teachers will implement effective signals and attention-grabbers for students. Teachers will check for student understanding by having students repeat the directions. Teachers will address disruptions in a way that does not impede instruction. Lead teachers will work with teaching partners to ensure the learning environment is well-managed. Student engagement is high in all classes to minimize classroom disruptions.	Objective Met 11/27/18	Erika Hedgepeth	12/11/2018
Actions				
10/9/18	The administrative team will observe special area classes.	Complete 11/13/2018	Erika Hedgepeth	11/13/2018
Notes:				
Implementation:		11/27/2018		
Evidence	11/27/2018			
Experience	11/27/2018			
Sustainability	11/27/2018			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school's instructional teams have developed standards-aligned units of instruction for all grade levels and core subjects (reading, writing, math, science, social studies). This is accomplished each year through grade level collaboration and professional development. These units are reviewed at biweekly grade level meeting and used to create lesson plans.	Limited Development 01/24/2017		
How it will look when fully met:			Every teacher will have completed the shared "Themes" spreadsheet with curriculum information. The spreadsheet will include standards-aligned units for math, reading, writing, science, social studies, and the arts.		Erika Hedgepeth	05/14/2019
Actions				0 of 2 (0%)		
		10/9/18	Teachers will review the Pacing Guide spreadsheet for Quarter 1 and fill in the gaps.		Amanda Ferazzoli	12/11/2018
		Notes:	Admin will reach out to any grade levels that have not completed the spreadsheet.			
		11/27/18	Teachers will review the Pacing Guide spreadsheet for Quarter 2 and fill in the gaps.		Amanda Ferazzoli	12/11/2018
		Notes:				

	A2.12	ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.(5102)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, UCS teachers provide students with choice in the following ways: • Students are allowed to choose the strategy they prefer to solve math problems. • Students are allowed to choose manipulatives to work with as they solve problems. • Students are allowed to choose books of interest during independent reading time. • Students help develop their individual reading goals. • Students can choose their writing prompts within a genre. • Students are allowed to choose type of seating to help them be engaged in the classroom. • Students can choose from various enriched assessments to demonstrate understanding of concepts.	Limited Development 01/08/2019		
How it will look when fully met:		When fully met, all teachers will consistently provide choice in student learning activities and materials. The evidence to support that A2.12 is fully met will include: • multiple intelligence student choice boards • project outlines/rubrics • graphic organizers, writing checklists, and assessment rubrics being utilized in the classroom • lesson plans • walk-thru forms		**Erika Hedgepeth**	**04/09/2019**
Actions			0 of 2 (0%)		
	1/8/19	At the upcoming staff meeting, a representative of the School Improvement Team will go over the expectations to fulfill A2.12.		Tracey Cooke	01/09/2019
		Notes:			
	1/8/19	Teachers will input their ideas for student choice on a shared folder during a staff meeting.		Alexis Collare	02/26/2019
		Notes:			

Core Function:	Dimension A - Instructional Excellence and Alignment

Effective Practice:			Student support services			
	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We currently use iReady diagnostic tests to determine the reading levels of each student (low, medium, and high). That information is utilized to create leveled reading groups. iReady assessment data is used to determine which students need remediation and additional instruction. Our students with disabilities are served through a special education program. For math, we use a combination of the Eureka math curriculum's pre-assessments, the NC math check-ins, Zearn online math program, and classroom informal observations to determine the math levels of students. That information is utilized to create math ability groups. Our students with disabilities are served through a special education program.	Limited Development 02/14/2017		

| How it will look when fully met: | **Reading**

Students at Tier 1 receive daily reading instruction, the iReady benchmarks 3 times per year, modeling and practicing test-taking strategies, literacy centers, differentiated instruction, words their way instruction, guided reading 3 times per week. At Tier 2, students receive 1 additional guided reading lesson, 1 iReady target skills group, 1 minute assessment tracked weekly, and specific parent communication every other week. At Tier 3, students receive 1 additional guided reading lesson, weekly parent communication, and 2 skills tracked. Classroom teachers meet every other week to discuss RTI students and their progress.

Math

This year, there is an RTI plan to meet students who are not proficient in math. At Tier 1, students receive daily Eureka instruction, supplemental instruction through the Zearn online program, daily fact fluency, an NC ENSI benchmark 3 times per year, daily math stories, and modeling and practicing test-taking strategies. Every classroom will have a math vocabulary bulletin board. At Tier 2, students are pulled into small reteach groups 3 times per week, 1 minute skills assessment check, and parent communication every other week. At Tier 3, students are pulled into daily reteach groups, have weekly parent communication, and a weekly teacher check-in and goal-setting session. | **Objective Met 12/18/18** | **Christi Chiappone-Stout** | **06/15/2018** |
|---|---|---|---|---|
| **Actions** | | | | |
| 11/13/18 | RTI binders will be updated 3 times per year based on benchmark assessment data. | Complete 06/12/2019 | Erika Hedgepeth | 03/08/2018 |
| *Notes:* | | | | |
| 11/13/18 | Administrators will provide all classroom teachers with their student checklists and RTI binders. | Complete 12/18/2018 | Christi Chiappone-Stout | 11/27/2018 |
| *Notes:* | | | | |
| 11/13/18 | RTI binders will be reviewed monthly. | Complete 02/12/2019 | Erika Hedgepeth | 12/11/2018 |
| *Notes:* | | | | |
| **KEY** **A4.06** | **ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)** | **Implementation Status** | **Assigned To** | **Target Date** |

| Initial Assessment: | Our school implements a positive support program in each classroom that encourages intrinsic motivation and self-regulation. All teachers are trained on how to effectively practice this approach at the beginning of the year and through ongoing training. Key staff attend CPI (Crisis Prevention Institute) training. This school year we have added a Dean of Students to promote and support our teachers and students.

*Update: Play therapists support the school 40% of the week in classrooms. Play therapists train staff weekly and meet with staff during weekly planning. | Limited Development 02/14/2017 | | |

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The group determined that teacher attentiveness should be tracked beyond Play Therapy research study by implementing a Swarm Board similar to a Bingo board. This tool would be to help teachers remember to compliment and have positive interactions with all students throughout the day. The most difficult student is placed in the center of the Swarm board and receives numerous compliments and positive interactions with the teacher. Teachers can use interventions to help support students throughout the school day such as a social skills curriculum, mentor program, and play therapy support services. Staff members must communicate with parents about the student's emotional states throughout the day via emails and phone calls. Data must be collected so that teachers are able to look for and identify patterns in the behaviors, increasing chances of helping modify or reteach the appropriate behavior. Next Steps: A team member suggested the staff look into purchasing the Wonder Grove social skills K-2 curriculum (wondergrove.com). A team member suggested that staff members can make a video showing social skills scenarios.	**Objective Met 08/30/18**	**Christi Chiappone-Stout**	**06/14/2018**
Actions					
8/30/18	Students will be referred by teachers to the UNCC Play Therapy department based on teacher observation or parent request. UNCC Play Therapists will train UCS staff weekly throughout the school year and support teachers directly in classrooms with how to properly support students socially and emotionally.	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
Notes:					
Implementation:			08/30/2018		
Evidence	8/30/2018 Binders were handed out to UCS staff at the beginning of the play therapy staff training and there is a staff meeting attendance log documenting all the trainings.				

Experience	8/30/2018 UCS staff and UNCC play therapy department worked closely each week throughout the 2017-18 school year to support students emotionally and socially in the classroom. Parents also received support, as needed.				
Sustainability	8/30/2018 UCS will continue to partner with UNCC's Play Therapy Department to help our students experience success in the classroom regardless of any past trauma and unhealthy experiences.				

Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	**Strategic planning, mission, and vision**				
KEY	B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	Implementation Status	Assigned To	Target Date
Initial Assessment:		The School Improvement Team has been working internally. The director will include School Improvement Team on the monthly board agendas. The School Improvement Team will make recommendations to the board for specific programs to improve the school. The board will be provided a copy of the assessments and any strategies already implemented. A member of the board may sit in on meetings from time to time.	Limited Development 02/28/2017		
How it will look when fully met:		When fully met, the School Improvement Team will meet twice monthly to comply with the state's requirements. This team will consist of the principal, lead instructional teachers representing different grade levels, EC coordinator, and parents, who developed the plan and regularly meet to discuss and collaborate on improvements. Log in information is posted to the school website. The director includes School Improvement Plan updates on the board agendas. The School Improvement Team makes recommendations to the board for specific programs to improve the school.		Erika Hedgepeth	06/05/2018
Actions					
Notes:					

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The School Improvement Team is currently meeting twice monthly to comply with the state's requirements. This team currently consists of the principal, lead instructional teachers representing different grade levels, EC coordinator, and parents.	Limited Development 01/24/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The SIP team decided that if our school is exited from the NC Star system, we will opt for once per month meetings; otherwise, the team will continue to meet twice each month.	**Objective Met 09/27/18**	**Erika Hedgepeth**	**06/05/2018**
Actions					
	9/27/18	In July 2018, the school decided to continue holding School Improvement Meetings two times per month.	Complete 06/11/2019	Erika Hedgepeth	07/28/2018
	Notes:				
Implementation:			09/27/2018		
Evidence		9/27/2018 We have a full calendar marked through June 2018 with all scheduled meetings for the 2018-19 school year. All members have the calendar with all the dates.			
Experience		9/27/2018 Our team meets every other Tuesday afternoon. Our team consists of administrators, teachers, and parents.			
Sustainability		9/27/2018 We fulfill our scheduled meetings.			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
! KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal and administrative team currently monitor classroom instruction and provides timely, clear, and constructive feedback to teachers. Formal feedback is provided quarterly and informal feedback is provided weekly. Each administrator is assigned a staff member to monitor and meet with on a monthly basis. Administrative team meetings are held weekly to discuss progress and needs of the staff. The school uses a principal-created observation rubric based on the mission and vision of the basic school philosophy. The principal and administrative team monitor the curriculum weekly and provide feedback by attending grade level team meetings. Meeting minutes are shared with the administrative team and support staff.	Limited Development 01/24/2017		
How it will look when fully met:	The principal and administrative team will frequently monitor classroom instruction and provide timely, clear, and constructive feedback to teachers. The administrative team will be provided uninterrupted observation/meeting times. Equal attention will be given to all staff members in all classrooms.		**Erika Hedgepeth**	**09/01/2017**
Actions		**1 of 3 (33%)**		
8/29/18	6/5/2018 SIP Meeting Increase teacher feedback/support/improvements through notes and forms. Always make sure that TP's have their own notes in addition to the ones that are handed out to lead teachers. B3.03 was determined by the team to be an ongoing, never ending area of focus that will always need to be prioritized from year to year.		Erika Hedgepeth	06/15/2019
Notes:	The date of June 15, 2019 is simplify to demonstrate that throughout and up until the end of the school year, the action should be an ongoing action.			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			
KEY C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our school regularly looks at reading and math assessment data and uses that data to determine which students require in-school tutoring and/or additional support systems, such as progress monitoring. This year, we established a partnership with the local university; a reading and math professor provide ongoing professional development for all staff, ensuring teachers provide effective instruction in these subjects. The aggregated classroom observation data reveals that our female students outperform our male students. Our staff are in tune to our students' needs; teachers provide alternative seating options and work spaces, as well as integrate movement and active learning in their lessons; and offer multiple brain breaks throughout the day.	Limited Development 02/14/2017		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	When fully met, the School Improvement Team will look at standardized and classroom assessment data during meetings and use the data to determine what curriculum and resources to be incorporated. The data will also determine what types of professional development to be sought based on the weaknesses of staff. Evidence: SIP meeting minutes	**Objective Met 10/03/18**	**Christi Chiappone-Stout**	**06/05/2018**
Actions				
10/2/18	Have a separate math block focusing on solid mathematical practices (students struggle with higher-level questions in reading, which probably correlates with math).	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018

Notes:	Hone in on Language and "Critical-Thinking" Habits. Is there a school-wide daily or weekly routine (number story of the week) separate from regular math instruction - where students could review math concepts not related to the unit. Ex. Number Stories - Word problem written on poster, read it once to students, cover it up, 3 students read it back for memory to show they were thinking about the problem, teachers got suggestions on what to do to solve the problem from several students, underline/circle what it's asking, draw a box around the unknown... Present ideas at a staff meeting about the desire to create consistent common test-taking language throughout the school.			
10/2/18	Teachers should: Teach skills/strategies to students to be able to interpret questions. Teach students how to use calculators sooner so they can focus on solving the problem.	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
Notes:	Can math facts practice be incorporated in specials somehow? During EOG time, can music class incorporate math skills - students make songs about concepts? Is there one strategy that students need to learn vs. separate ones? Beginning in Kindergarten!			
10/2/18	Plaster multiplication facts along the hallways (including the modular building hallways) for constant practice. Make the facts interactive (students have to flip up to find out the answer). Parent volunteers will start working on this task. The administrative team will mention at the next HIVE meeting.	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
Notes:				
10/2/18	Students write EOG-type questions for each other Students create flash cards with EOG verbiage (total, less than, etc.) and place symbols under them. Have students identify which symbol matches the word.	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
Notes:	The SIT is pondering implementing the NC Check-In assessments (3x/yr) and online EOG assessments.			
Implementation:			10/03/2018		

Evidence	10/3/2018 Teachers' class schedules include a Math Stories block, which was determined by the SIT as an improvement initiative for math. There are math facts posted in the hallway. Teachers' classrooms have "math walls" or math bulletin boards in addition to word walls/literacy bulletin boards.			
Experience	10/3/2018 Teachers, administrators, and parents brainstormed ways to be more effective as a school after reviewing the low math scores. Team members contributed to several discussions based on improving math facts fluency and comprehension of math concepts, such as how to break apart a word problem. A teacher who sits on the SIT presented to the staff the steps to implement the Math Stories portion of the schedule.			
Sustainability	10/3/2018 The School Improvement Team will continue to meet twice per month and pore over the classroom and school-wide data. The team is pondering implementing the NC Check-In assessments (3x/yr) and online EOG assessments.			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school regularly communicates with parents/guardians about its expectations of them through the following: -Parent-Teacher conferences quarterly and by request -Weekly school newsletters from the principal -Weekly class newsletters from teachers -Teachers communicate daily via student communication logs, email, phone, and in person -Beginning of the year grade level presentations -School-wide curriculum nights -Principal weekly open office hours -Quarterly open house presentations for prospective families -School website: www.UCSnc.org -Mandatory individual covenant conferences held prior to the start of the school year	Limited Development 01/24/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully met, teachers will send regular, weekly emails to parents that contains a link to the newsletter on their webpage. The newsletter explains the upcoming week's curriculum, homework, and special events. The school website will also contain links to all teachers' webpages. Some of the information will come directly from administrative team to be included in the teachers' newsletters. The director will also send regular newsletters to the families about the school's programs and special events.	**Objective Met 10/03/18**	**Christi Chiappone-Stout**	**06/05/2018**
Actions				
10/3/18	Each classroom teacher creates a class webpage that contains parent resources, links, and videos.	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
Notes:				
Implementation:		10/03/2018		
Evidence	10/3/2018 Teachers' webpages can be viewed on www.ucsnc.org/staff .			
Experience	10/3/2018 During a teacher workday, teachers were guided by administration on what components to include in their webpages (curriculum and grade level expectations, daily schedule, homework information, resources for extra practice and homework tips).			

Sustainability	10/3/2018 Teachers must update their webpages each week to reflect current, relevant information. Teachers must send weekly emails to parents to remind them that their webpages have been updated, and include a link.			