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.

__Low-performing identification continues pending assessment data from the 20-21 school year.__

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: UCS will improve our 2020-21 EOG Reading score by 5 points, increasing from 62 to 67. We will improve our 2020-21 EOG Math score by 5 points, increasing from 60 to 65. By 2021-22, we expect to obtain an overall performance grade B.

Goal 2: UCS will meet or exceed student growth in the 2020-21 school year.

Goal 3: Indicator A 3.08 - "Online programs generate accessible and actionable student data about their use, performance, and progress." Action Steps: 1. Students were given the iReady benchmark in reading and math in August; recently grades 3-8 completed their first round of NC Check Ins. 2. UCS has placed our low-performing African-American students on a Students of Concern spreadsheet, so we revisit progress and support they receive each week. 3. These students will have scheduled time to work/consult with our new school interventionist. Their weekly performance in class is also being monitored. 4. Parent communication has been increased so parents are notified when assignments are missing and when students are showing progress; so parents can continue to support their children. 5. UCS is partnering with an online tutoring company called FEV tutor, which gives this subgroup in grades 3-8 free tutoring based on current classroom instruction and the students' academic data. FEV will provide pre- and post-assessments for each student so we can collaborate on strategies that work for those individuals and compare academic growth based on state standards. 6. UCS will review the program and student success monthly through our administration portal in the FEV system. Teachers and parents will be notified of student growth or continued areas of concerns.

! = 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.		**Erika Hedgepeth**	**12/11/2018**
Actions		**1 of 6 (17%)**		
10/9/18	The administrative team will observe special area classes.	Complete 11/13/2018	Erika Hedgepeth	11/13/2018
Notes:				
9/24/19	Kindergarten classes will begin to implement the Tools For Life social skills curriculum each week during the non-specials block.		Erika Hedgepeth	10/08/2019
Notes:				
9/24/19	The leadership team will use walk through data to create tips for success.		Bart Copeland	10/08/2019
Notes:				
9/24/19	School leaders will host a school expectations seminar with students who have received 3+ referrals to administration.		Christi Chiappone-Stout	10/08/2019
Notes:				

9/24/19	General Education teachers will create student profiles for each student and share them with the specials teachers.			Erika Hedgepeth	10/08/2019
Notes:					
9/24/19	We will have a staff PD on setting expectations in classrooms. Teachers will select a date and time and notify the leadership team.			Erika Hedgepeth	10/08/2019
Notes:					
Implementation:			03/12/2019		
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. Teachers have been given a lesson plan format to follow to ensure fidelity to the NC curriculum and consistency throughout the school. Last year's pacing guides are currently being reviewed by the school's leadership team as we create our weekly lesson plans.	Limited Development 01/24/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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. This year, we have implemented a shared drive which all teachers have access to. The spreadsheet has been updated to include field trips and parent events and is included in that drive, along with folders consisting of lesson plans and resources for each grade level and subject area.		Erika Hedgepeth	05/14/2019
Actions		**3 of 4 (75%)**		
10/9/18	Teachers will review the Pacing Guide spreadsheet for Quarter 1 and fill in the gaps.	Complete 12/11/2018	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.	Complete 12/11/2018	Amanda Ferazzoli	12/11/2018
Notes:				
3/12/19	Teachers will review the Pacing Guide spreadsheet for Quarter 3 and fill in the gaps.	Complete 03/26/2019	Amanda Ferazzoli	03/26/2019
Notes:				
9/10/19	There will be an in-service session to go over where the shared folders are and the types of materials expected to be included in them.		Bart Copeland	11/05/2019
Notes:				

Implementation:		06/04/2019		
Evidence	6/4/2019			
Experience	6/4/2019 K-6 teachers filled out the yearly pacing guide which to improve vertical planning.			
Sustainability	6/4/2019 Updating the spreadsheet each year.			

	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	**Objective Met 06/04/19**	**Erika Hedgepeth**	**04/09/2019**
Actions					
	1/8/19	At the upcoming staff meeting, a representative of the School Improvement Team will go over the expectations to fulfill A2.12.	Complete 01/09/2019	Tracey Cooke	01/09/2019
	Notes:				
	3/12/19	At staff meeting, on March 13, the importance of highlighting the student choice into teachers' lesson plans will be reminded to teachers.	Complete 03/20/2019	Christi Chiappone-Stout	03/26/2019
	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:				

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:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY **B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school has established a team structure by having two classes per grade level and/or two staff members in each classroom.	Limited Development 01/24/2017		
How it will look when fully met:	Teachers and teaching partners will have common planning time every other week. Evidence: *Sign-Up genius of parent volunteers covering a specials block every other week. *Documentation of meeting minutes. *Collaboration evident upon admin observation. Suggestions: *Scheduled teacher/partner time during staff meetings. *One special every other week is not supervised by 2 adults. *Yoga, every other Friday could be the special due to the combining of both grade level classes.		Amanda Ferazzoli	11/07/2017
Actions				
	Notes:			

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.	**Objective Met 06/04/19**	**Erika Hedgepeth**	**09/01/2017**
Actions				
2/28/17	The principal and administrative team will designate an uninterrupted time to observe formally and informally in every classroom and to meet with all teachers.	Complete 03/17/2017	Leslie Owens	03/17/2017
Notes:	March 14, 2017 - We will have a special meeting on our upcoming work day (Friday 3/17) to ensure we block off classroom observation times each week, including intervention group observation times. The administrative team will notify the Dean of Students to ensure the observation/meeting time will remain uninterrupted. On March 17, 2017 the admin team blocked off the following designated times for observations: Tuesdays 8:30 - 10:30 Fridays 11:00			

| 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. | Complete 06/04/2019 | 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. 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. As a TSI school, we have partnered teachers as mentors to underperforming students in a specific subgroup. We implemented an *Influential Person of the Week* to further connect with that subgroup.	Limited Development 02/14/2017		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
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		**Christi Chiappone-Stout**	**06/05/2018**
Actions		**4 of 7 (57%)**		
	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.			
	8/20/19	The leadership team will review the Breeze Thru forms to collect data on instructional practices.		Erika Hedgepeth	08/29/2019
	Notes:				
	8/20/19	Review the NC Check-In data across grade levels to determine patterns.		Bart Copeland	12/12/2019

	Notes:				
8/20/19	Teachers will review the NC Check-In objectives that were weak areas in their classroom.			Bart Copeland	12/12/2019
Notes:	Teachers will develop a responsive plan after reviewing their classroom data. The leadership team will find a professional development plan that addresses the areas of needed improvement.				
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 C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
KEY **C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our school leaders recruit staff by attending job fairs, listing positions on websites, and reviewing public resumes. We have monthly director's meetings with all staff, regularly scheduled observations, and bi-annual staff evaluations. Weekly administrative meetings are held to discuss staff performance. Decisions to replace staff are made after initiating action plans and providing coaching and support to show growth. When replacement is necessary, we pull from candidates in the substitute pool and we seek out additional highly-qualified candidates. Our interview process includes phone screenings, in-person interviews, and demonstration lessons.	Limited Development 02/14/2017		
How it will look when fully met:	In addition to currently procedures, prospective staff members will be required to attend a school introduction session which will cover the school's mission, philosophy, and staff expectations. Candidates will be encouraged to submit instructional videos with their current students, when applicable. Candidates will also be required to spend up to a full day in the school. Select school staff will be part of the school recruitment team.	**Objective Met**	**Emily McDaid**	**04/30/2017**
Actions		**1 of 1 (100%)**		
2/28/17	The recruitment team will begin scheduling school-visits for prospective candidates.	Complete 03/08/2017	Tracey Cooke	03/14/2017
Notes:	February 28, 2017 - We will email logistics to the recruitment team. March 8, 2017 - Member of the recruitment team began contacting prospective candidates for school visits and interviews.			