



**Uwharrie Ridge Six-Twelve
School Improvement Plan
2017-2018**

Comprehensive Progress Report

Mission:

The mission of Uwharrie Ridge 6-12 is to provide a safe and inviting environment where all students will become self-directed, lifelong learners who are prepared to succeed and contribute in a globally competitive world.

Uwharrie Ridge's mission is guided by our faculty and staff's vision for our students' success and is focused upon four shared beliefs:

1. We will build and maintain a safe and respectful school environment.
2. We will foster students' academic, physical, and emotional growth.
3. We will develop students' abilities to collaborate, think critically, communicate with others, and exercise various forms of creativity.
4. We will help guide students' journeys toward becoming well-rounded, college and career-ready high school graduates.

Mission Statement for the Randolph County School System

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Vision Statement for the Randolph County School System

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

1. All students can learn;
2. All students will be taught in a safe and nurturing learning environment;
3. All students deserve a teacher who is qualified and well-prepared;
4. All students deserve access to instructional resources managed in a fiscally responsible manner; and All stakeholders share the responsibility and accountability for student learning.

Goals:

By the end of the 2018-19 school year, at least 75% of the students taking End-of-Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above a "Level 3" and all subgroups will perform at the "Expected Growth" level or higher.



! = Past Due Actions

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
<i>Initial Assessment:</i>		Our teachers consistently have classroom rules posted in the room and spend time at the beginning of each school year reviewing the rules and expectations. These are commonly a list of "Do's and Don'ts". Several of our teachers will spend time throughout the year modeling proper behavior and expectations; however it is not a consistent practice across the school. Not all of our teachers are able to meet and address the social and emotional needs and stresses of our students. Those needs are usually referred to the guidance department, which then results in missed class time.	Limited Development 09/25/2017		
<i>How it will look when fully met:</i>		<p>When this objective is fully met we expect to see consistency across the school with expectations and procedures. Each classroom will have expectations posted. Rules and procedures that are uniform across the school will be posted and students will have a clear understanding of what is expected. Students will be able to adhere to cultural expectations of behavior and interaction with faculty, staff and peers. We expect to see an increase in students using appropriate behaviors to solve problems and resolve conflicts.</p> <p>To support that we have fully implemented this objective, we would have evidence of rules and expectations being posted in each classroom with consistency among all classrooms. We also expect to see a decrease in behavior issues and referrals. Additionally, staff development will take place to support teachers and staff in how to set the appropriate behavior standards and continue to reinforce the expectations.</p>		Cyndi Godfrey	06/01/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Cyndi Godfrey	06/01/2019
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		The majority of teachers routinely plan standards-aligned units of instruction. There is, however, a need for professional development in this area. The utilization of resources such as Unpacking Documents for math teachers did not begin until the 2015-2016 school year. Teachers need support in the following: determining desired learning outcomes that align with the standards, identifying criteria to evidence mastery, determining a learning sequence that includes prerequisite skills needed to achieve the desired learning outcomes, and designing tasks that develop these skills. In addition, teachers need support in pacing lessons to ensure all standards are covered.	Limited Development 09/06/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When Key Standard A2.04 is fully implemented it will be evident by the following criteria: A).Desired learning outcomes will be tied to the standards. B).There will be evidence of learning that aligns with desired outcomes. C).Units will include authentic performance tasks in which students demonstrate desired understandings. D).Instruction will include a learning sequence inclusive of prerequisite skills and/or prior knowledge needed to achieve desired learning outcomes. E).Instruction will include tasks and activities that refine prerequisite skills.		Laura Popp	05/25/2018
Action(s)	Created Date		4 of 14 (29%)		
1	9/27/16	The lead teacher will provide professional development on Backward Design and create unit templates for teachers that follow a Backward Design.	Complete 09/29/2016	Laura Popp	10/06/2016
		<i>Notes:</i> (2016-2017) Laura Popp led professional development on Backward Design and created templates and a presentation for teachers that was uploaded in the documents section. Teachers have also had this shared with them and are able to keep a copy as a resource. Currently, teachers have created at least one unit of backward design and have shared dates with administration when they are implementing the unit in their classroom.			
2	9/27/16	The lead teacher and principal will collaborate with teachers through regular meetings with their Professional Learning Teams (PLT).		Laura Popp	05/25/2018

		Notes: (2016-2017) Laura Popp led twice monthly Professional Learning Teams (PLT's) with our teachers. Each session had a focus towards implementation of backward designed units that reflect the necessary goals for student achievement. Several of these PLT's were opportunities to introduce Canvas as a tool for teachers, provide support and allow for teachers to work on lessons with the support of Laura Popp.			
3	9/27/16	Teachers will share one of their units with their Professional Learning Teams (PLT) during the first semester of the 2016-17 school year and receive feedback from their PLT including the lead teacher and principal. Teachers will share a second planned unit during the second semester of the 2016-17 school year and receive feedback from their PLT including the lead teacher and principal.	Complete 06/29/2017	Laura Popp	05/25/2017
		Notes: (2016-2017) Teachers were given the opportunity to share their designed units during the Professional Learning Team meetings. Teachers and administration were able to give feedback and more importantly teachers were able to share ideas and work on units themselves with the help of other teachers present.			
4	9/27/16	The lead teacher will identify trends in both areas for improvement and areas of strength. These will be compiled into a graphic organizer and shared with the school during a staff meeting. This will occur once in the first semester and again in the second semester.	Complete 06/29/2017	Laura Popp	05/25/2017
		Notes: (2016-2017) Laura Popp identified trends based on teacher feedback and observation. The trends were shared through Professional Learning Teams.			
5	9/27/16	The administration and lead teacher will be informed via a Google Doc of when at last 3 Backward Design units will be conducted in the classroom in order to monitor instruction and provide feedback to teachers.	Complete 06/29/2017	Laura Popp	05/25/2017
		Notes: (2016-2017) A Google Doc was created to allow teachers to notify administration of lessons that were created and when they would be implemented in the classroom.			
6	9/27/16	Teachers participating in the Math Design Collaborative (MDC) will analyze student data on at least 6 pre-assessments in order to determine partners for the Formative Assessment Lesson (FAL) and generate feedback questions.		Laura Popp	05/28/2018
		Notes: (2016-2017) The math teachers who participated in the Math Design Collaborative (MDC) were able to analyze the student data for the			

		Formative Assessment Lessons (FAL) in preparation for the actual lesson in class. With the assistance of the lead teacher, Laura Popp, the teachers successfully collected the data and used it to plan their lessons. The teachers were able to determine student groups and which areas needed to be a focus for the math lesson. The teachers were then able to plan their unit accordingly.			
7	9/27/16	Teachers who participate in the Math Design Collaborative (MDC) will track student growth based on pre-lesson and post-lesson assessment data using the MDC Teacher Formative Assessment Lesson Analysis Form.		Laura Popp	05/25/2018
		<i>Notes:</i> (2016-2017) The math teachers who participated in the Math Design Collaborative (MDC) analyze the student data from the Formative Assessment Lessons (FAL). With the assistance of the lead teacher, Laura Popp, the teachers will collect the data and use it to plan re-engagement lessons. The teachers will collect pre- and post-assessment data to determine the effectiveness of the lesson as well as determine student mastery.			
8	10/4/17	Revise pacing guides to align with block scheduling.		Laura Popp	05/28/2018
		<i>Notes:</i> The lead teacher revised pacing guides to align with block scheduling. A poster was displayed in the Professional Learning Team (PLT) room to show revised dates. This will be completed for the Fall and Spring semester to ensure alignment with Randolph County School System pacing guides and content standards.			
9	10/4/17	Teachers will be guided in standards mapping activity to ensure adequate pacing.		Laura Popp	05/25/2018
		<i>Notes:</i> The lead teacher created calendars that correspond with the revised pacing guide. Each week in Professional Learning Teams, teachers will map out standards they want to address in the coming weeks.			
10	10/4/17	Establish norm of modeling think aloud process for problem solving in math during Professional Learning Team (PLT) meetings. Teachers will model this for one another to develop common language to use in the classroom.		Laura Popp	05/28/2018
		<i>Notes:</i> Various problems from the math unpacking documents will be selected for different math teachers to model during Professional Learning Team meetings. The lead teacher will facilitate a discussion with the math teachers in which they will compare and contrast the two approaches and discuss how to address student misconceptions. Specific attention will be given to how to anticipate and address misconceptions.			

11	10/4/17	Arrange for Deputy Director for Fire & Rescue Training, Derrick Clouston, to collaborate with Science teachers to conduct lessons geared toward careers in Public Service, Leadership and Communication, and Design and Technology.		Laura Popp	05/28/2018
		<i>Notes:</i> Derrick Clouston met with the science team on 9/29/17 to discuss opportunities for collaboration. We looked at pacing guides and standards and selected dates in January for him to lead lessons with 6th grade (Forces and Motion) and 7th grade (Energy).			
12	10/4/17	Provide differentiated professional development on Web 2.0 tools.		Laura Popp	05/28/2018
		<i>Notes:</i> We will have professional development on November 2, 2017 from 1:30-3:00. Sessions will focus on Web 2.0 tools. Participants will be able to select two sessions to attend based on their interests and results from the Web 2.0 Tools Pre-Survey.			
13	10/4/17	Provide Canvas support sessions with staff so that teachers can facilitate learning with an online learning management system		Laura Popp	05/28/2018
		<i>Notes:</i> Alice Smith will lead support sessions with teachers formally twice during the 2017-2018 school year. In addition, the lead teacher will offer support as needed during weekly Professional Learning Team meetings.			
14	10/4/17	Teachers will create Common Formative Assessments in order to identify student misconceptions and inform instruction.		Laura Popp	05/28/2018
		<i>Notes:</i>			
Implementation:					
Evidence		7/13/2017 Evidence has been uploaded in the document section for file A2.04.			
Experience		7/13/2017 This objective was difficult to work on as we needed to continue to provide support to teachers in new ways as they worked through the concept of designing units backwards with a focus on what they want the kids to master. Also, with the implementation of the Math Design Collaborative and the Literacy Design Collaborative, we had new resources for the teacher to utilize. However, it did create some initial difficulty for the teachers to learn multiple new resources and implement several new concepts into their planning.			
Sustainability		7/13/2017 We will have to continue to support our teachers with the backwards design approach during Professional Learning Teams (PLT's) and			

	<p>feedback in the classroom. Also we will need to specifically continue to support our math teachers that have implemented and continue to use the Math Design Collaborative (MDC) materials. This needs to continue to be a priority as we implement more focused lesson planning across all subject areas and teachers use student data to drive their lesson planning.</p>			
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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	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
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<i>Initial Assessment:</i>			<p>Our school has some instructional systems in place to support teachers as they deliver instruction aligned with student needs. When scheduling students, we use the following data from the previous school year to determine placement: a pre-course test (math only), End-of-Grade scale score, final grade average, Effective Value-Added Assessment System (EVAAS) predictability, a teacher rubric, and pertinent identification including if a child is identified as an Exceptional Child (EC), 504, or Academically-Intellectually Gifted (AIG). Students who are AIG or EC are cluster grouped.</p> <p>Most classroom teachers concerned about a student’s progress in a certain area, will implement interventions intended to improve the student’s performance. If problems continue, classroom teachers consult with their Professional Learning Team (PLT), the lead teacher, the child's parents, and/or EC teachers to discuss the child’s needs and consider other interventions. Our school needs professional development in how to select an appropriate intervention and outline a method to carefully monitor the student’s progress.</p>	Limited Development 09/06/2016		
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<i>How it will look when fully met:</i>			<p>When this objective is fully implemented we expect to see an increase in student performance across the school. Teachers will be able to better identify struggling students and have the tools and resources to help address deficits. Furthermore, as a school we will have resources to support students who are struggling not due to a learning disability.</p> <p>Evidence of implementation would be teacher lesson plans that reflect activities and an approach to instruction that meets students on all ability levels. Teachers will be able to implement true differentiation to</p>		Laura Popp	06/01/2019
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		various abilities of students. We expect a decrease in referrals for Exceptional Children (EC) testing as well as an increase in student performance as measured by proficiency and growth.			
Action(s)	Created Date		0 of 1 (0%)		
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Laura Popp	06/01/2019
<i>Notes:</i>					
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:		<p>Several procedures and interventions are in place to assist students with emotional needs. Some support interventions include counseling/ meeting with the School Counselor and/or Student Advocate. Additional student services include In School Suspension (ISS) and a Severely Emotionally Disturbed (SED) classroom. All students have the opportunity to participate in a club of their choosing during the school day. This serves as outreach to build a connected school. In the 2015-2016 school year the staff experienced professional development on engaging students with poverty in mind. Specifically, professional development was focused on engagement for positive climate, motivation, and effort.</p> <p>Additional supports need to be in place for teachers to support students. We would like to develop a school wide program of Positive Behavior Interventions and Supports (PBIS) this school year to identify and define specific desired behaviors and reinforce them across all content areas.</p>	Limited Development 09/06/2016		
How it will look when fully met:		<p>When this objective is fully met, we expect see a decrease is student behavior that is detrimental to development. We expect to see proper control of emotions as well as appropriate conflict resolution when problems arise between students and staff as well as peers. We expect to have processes in place through health courses, seminar courses and the support of the counseling department to support our students' emotional development.</p> <p>Evidence of the objective being met will include minutes of staff</p>		Larry Hill	06/01/2019

		development for our teachers to learn to better meet the emotional needs of our students. Also, we expect to see a decrease in the occurrences of conflicts between students that cannot be appropriately solved.			
Action(s)	Created Date		0 of 1 (0%)		
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Julie Smith	06/01/2019
<i>Notes:</i>					
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
Initial Assessment:		As a school we have partial implementation of this goal. We host several events in the Spring semester of a student's fifth grade year. We invite each of our feeder schools to Uwharrie, where students are given a tour by older students. This also includes the opportunity for incoming students to meet school personnel, tour classrooms and meet school administration. The school also hosts a "Transition Night" event for parents and students to attend to learn information about the middle school. That evening, parents can tour the school as well, meet teachers and see samples of student work. We lack meeting the needs of students once they arrive on our campus at the beginning of their sixth grade year. There is an opportunity to continue to help students transition and for teachers to identify student needs that we are not addressing.	Limited Development 09/25/2017		
How it will look when fully met:		When this objective is fully met, we expect Uwharrie Ridge 6-12 to have transition programs in place that meet the needs of our incoming sixth grade students. We currently have transition night events to reach out to parents and students about what to expect in middle school as well as what resources we have in place to support students. We also host transition tours for each elementary school in our feeder pattern that allow students to tour the school and receive information on courses, programs and resources available to them. We expect to implement transition support for when students begin their first year of middle school in the sixth grade. We want to have more directed and purposeful support for all our students as they adjust to the daily		Laura Popp	06/01/2019

		<p>expectations and responsibilities placed upon them as well as new social and emotional interactions with peers.</p> <p>Evidence of this objective being fully met would include hand-outs and resources shared with our parents during transition nights. A plan would be in place of how we are reaching each student in the first year of their attendance at Uwharrie. A major goal is to implement sixth grade camp to be hosted prior to the beginning of school that devotes attention solely on sixth grade to help and support their transition into middle school.</p>			
Action(s)	Created Date		0 of 1 (0%)		
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Laura Popp	06/01/2019
<i>Notes:</i>					

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
Initial Assessment:		<p>The Local Education Agency (LEA) has a support and improvement team. Each member of this team is based out of central services and provides necessary support, guidance and information for school level improvement.</p> <p>A document is also uploaded with each person and their title.</p> <p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology</p>		Full Implementation 09/06/2016	

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
<i>Initial Assessment:</i>		Several structures are already in place for teachers to meet to review effective practices. However, discussion of effective practices is not a regular topic of each meeting, and the team does not meet as frequently as twice a month. When dialogue does center on best practices, what lacks is a defined manner in which to measure the effectiveness of the practice. Therefore, data collection and data analysis is ignored. Best practices are not implemented with fidelity and are not adjusted or revisited.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>		<p>When this objective is fully implemented, we will have a functioning data team in place. The data team will analyze student test data, student history and research best practices to identify instructional practices that best meet the needs of students. The team will evaluate instructional practices to determine their effectiveness and how they are being implemented in the classroom. The goal of the team will be to help our staff align instruction based on student needs (strengths and deficits). With instruction properly aligned to student needs as well as content standards, we expect to see an increase in student performance and classroom engagement.</p> <p>Evidence of this task being fully implemented would include data on behavior referrals for student actions related to being off-task and demonstrating a lack of student engagement. Evidence would also include an increase in student proficiency and growth as well a decrease in referrals for Exceptional Children testing. This objective will be supportive to our Multi-Tiered System of Support program.</p>		Anthony Grosch	06/01/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Anthony Grosch	06/01/2019
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<p>(2016-17) Some structures are in place to allow teachers to have instructional planning. Because of our school's small population, there is only one team per grade level which consists of one Math, English-Language Arts (ELA), Social Studies, and Science teacher. Therefore, teachers are not able to collaborate with teachers of the same discipline area. Elective teachers and the PE teacher comprise a Professional Learning Team (PLT) but are not able to collaborate with teachers of the same discipline area either. Exceptional Children (EC) teachers attend a PLT that best fits with their schedules. At the end of the 2015-2016 school year we began to hold vertical meetings with ELA and Math teachers after school.</p> <p>(2017-2018) With the redesign of Uwharrie into a 6-12 school the master calendar was redesigned to allow for similar planning times for each core subject area. We have been able to create Professional Learning Teams (PLT's) for the teachers with similar planning time. We are still limited in the development of PLT's as teachers learn to manage PLT's and truly collaborate.</p>	Limited Development 09/06/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		When fully implemented this goal will create and protect the necessary planning time for teachers. Uwharrie Ridge 6-12 will have structures in place that will meet the specific needs of all faculty and staff. The teachers' instructional planning time will be protected. A schedule will be created to allow for vertical planning between grade levels and subject areas. Structures will also be created to allow for electives and Exceptional Children teachers to plan together to meet the needs of all students across grade levels.		Larry Hill	05/25/2018
Action(s)	Created Date		1 of 4 (25%)		
1	9/26/16	Create and finalize a duty roster for the faculty and staff that will ensure proper supervision for the safety of the students but also will protect each teacher's instructional planning time.	Complete 11/17/2016	Larry Hill	10/31/2016
<i>Notes:</i>		(2016-2017) The duty roster must ensure all necessary areas of Uwharrie Middle School are supervised during the morning arrival, transitions and afternoon dismissal. Adequate supervision is also necessary in the cafeteria during lunches. However, instructional planning time for each teacher must be protected.			

2	9/29/16	Create a schedule that allows for regular vertical planning times throughout the school year.		Larry Hill	12/08/2017
		<i>Notes:</i> (2016-2017) Document is uploaded to reflect the days that are protected after school for teachers to meet vertically and by subject area.			
3	9/30/16	A grade level Professional Learning Team (PLT) schedule will be created to structure weekly grade level meetings. Teachers will be able to meet at least once a week in order to plan across the grade level and subject area to meet the needs of students.		Larry Hill	05/25/2018
		<i>Notes:</i> (2016-2017) Weekly Professional Learning Team (PLT) time for teachers has been developed and worked into the regular daily schedule. When viewing the daily bell schedule, times when a grade level has Physical Education or Electives, the core teachers have planning and PLTs on each Thursday. During the time that all grades are going through lunches, the Physical Education, elective and Exceptional Children teachers meet for scheduled PLT time on Fridays.			
4	3/22/17	Development of a new master schedule for each school year that will create Professional Learning Teams (PLT) by subject area across all grade levels and allow for teachers to work together to truly development small learning communities. This will be worked on yearly as we add each grade level to the Uwharrie redesign process.		Larry Hill	05/25/2018
		<i>Notes:</i> (2016-2017) Document was uploaded to reflect a new schedule for 2017-18 school year. Minutes from Professional Learning Teams (PLT's) will be used as documentation of PLT success.			
Implementation:					
	Evidence	7/10/2017 Documents have been uploaded to reflect implementation.			
	Experience	7/10/2017 This was difficult to pursue in regards to developing a schedule for the 2017-18 school year that met all the needs of our staff and students. Do to the small size of our school during the course of the 2016-17 school year, it was difficult to find time for teachers to work together and plan together during the school day. Many teachers have after school responsibilities. Also we only have 1 teacher in each grade level core subject which also made it difficult to have true Professional Learning Teams.			

Sustainability	7/10/2017 We will need to continue to make Professional Learning Teams (PLT) a focus for the school. With renewed PLT's teachers will be able to co-plan and work together for the benefit of their students.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	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
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Initial Assessment:			The principal has visited all the classrooms the first few days of the school year and will provide feedback moving forward though formal and informal observations. The principal completes required observations for each faculty member and creates a schedule for the assistant principal to complete observations. A schedule is also created for faculty members to complete peer observations. Programs need to be put in place for more informal walk through observations from school leadership to provide more frequent feedback for teachers.	Limited Development 09/06/2016		
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			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:			When implemented the principal and school administration team will have created and implemented tools that will provide timely, clear and constructive feedback to teachers. The administration will have put into place a schedule of walkthrough assignments for the principal, assistant principal and lead teacher. A walkthrough form will be created that meets the direct needs of the teachers at Uwharrie Ridge 6-12. This will be created through Professional Learning Teams and discussions with the School Improvement Team to identify targets that are important for teachers in the classroom. This will be a result of collaboration between administration needs and teacher needs to provide the most useful feedback to teachers. A schedule for formal observations has already been created for school administration to be able to complete observations and provide constructive feedback to teachers. The principal and assistant principal will complete the Observation Calibration Training to better align observation scoring. This will allow for more consistent feedback to teachers.		Anthony Grosch	05/31/2018
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		The principal will regularly attend Professional Learning Team (PLT) meetings. During the course of the PLT meetings throughout the school year, teachers will have lesson planning sessions with the principal and lead teacher to align their instruction with their curriculum standards. During PLT meetings the principal will lead discussion of student test data results, Effective Value-Added Assessment System data and benchmark data as necessary.			
Action(s)	Created Date		2 of 4 (50%)		
1	9/26/16	A form will be created for walkthrough observations. A form needs to be implemented to allow for quick and timely feedback to teachers that can be utilized by the principal, assistant principal and lead teacher. The form will give more frequent feedback to teachers on classroom performance and areas that need attention.		Anthony Grosch	01/27/2018
		<i>Notes:</i> (2016-2017) A walk through observation form needs to be created that reflects the specific needs of Uwharrie Ridge 6-12. This will be done through administration team meetings and the input of teachers during Professional Learning Teams. A final walk through form will be presented to the School Improvement Team for approval and adoption.			
2	9/26/16	Observation schedule created to properly plan out the formal observation process for all teachers throughout the 2016-17 school year. Observations will be scheduled for all certified staff members and completed by the administration.	Complete 09/27/2016	Anthony Grosch	09/30/2016
		<i>Notes:</i> (2016-2017) A schedule has been created for the entire school year to plan the formal observations of each certified staff members. Observations are planned to optimize the monitoring of instruction and provide clear and constructive feedback for teachers. A copy of the schedule is uploaded in the document section under Key Standard B3.03.			
3	9/29/16	A schedule will be created with regular meetings of the administration team (principal, assistant principal, lead teacher) to analyze trends and best practices observed during walkthroughs. Findings will be shared with the faculty through staff meetings and/or PLTs.	Complete 06/29/2017	Anthony Grosch	05/25/2017
		<i>Notes:</i> (2016-2017) This schedule was created for meeting dates for administration and the lead teacher to discuss classroom observations and teacher trends before providing feedback via Professional Learning Teams and staff meetings.			
4	10/3/17	Observation schedule created to properly plan out the formal		Anthony Grosch	05/25/2018

		observation process for all teachers throughout the 2017-18 school year. Observations will be scheduled for all certified staff members and completed by the administration.			
<i>Notes:</i>					
Implementation:			10/03/2017		
Evidence	7/10/2017	Documents of our scheduled meeting dates and locations have been uploaded. We will continue to make it more of a specific time to meet and protect that time from other distractions. Meeting time needs to be more protected, either after school or during a designated time to minimize distractions.			
Experience	7/10/2017	We found it extremely useful to have the meeting time to discuss school trends and review testing data before we would meet with the staff. We need to make the time more structured and continue to make it a priority. We found that it is easy to get distracted with many other things going on in the school.			
Sustainability	7/10/2017	We will need to continue to make the meeting times a priority. Often at points during the school year, testing or other obligations would become a focus and the meeting times were not as beneficial.			

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:		The use of data to drive decision making is not fully implemented at Uwharrie Ridge 6-12. Data is used to analyze trends and for student placement for class scheduling each year. Our current level of implementation is to share data with teachers but there needs to be a concerted effort to use the data and provide training for teachers to support their analyzing of the data to drive instructional decisions. Professional development decisions are made based on teacher feedback data about areas they feel need support and improvement such as technology implementation. However, student data is not used to identify teacher areas of need for professional development	Limited Development 09/08/2016		

		decisions.			
How it will look when fully met:		When this objective is fully met, the use of student data and school performance data will be common practice as decisions are made for professional development opportunities and allocation of resources.		Laura Popp	05/25/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/6/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action =Steps will be added in the future as progress toward this indicator is achieved.		Melanie Parson	05/28/2019
<i>Notes:</i>					

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
Initial Assessment:		<p>The Local Education Agency (LEA)/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. The information listed below is also uploaded as a document to reference.</p> <p>Recruiting:</p> <ul style="list-style-type: none"> •Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter and LinkedIn). •The LEA participated in a Virtual Job Fair to provide national exposure for applicants. •LEA administrators attend in-state and out-of-state job fairs. •The LEA collaborates with universities, etc. •The LEA recruits student teachers within RCSS. •The LEA provides possible offers of early contracts. •The new graduate list is shared with principals. •Principals make recommendations for employment <p>Evaluating:</p> <ul style="list-style-type: none"> •All Beginning Teachers and new employees are trained on the NC Teacher Evaluation Model. 		Full Implementation 09/06/2016	

	<ul style="list-style-type: none"> •School and District level walkthroughs occur throughout the school year. •The LEA follows district and state guidelines/laws. •HR meets with principals to review staffing plans. <p>Rewarding:</p> <ul style="list-style-type: none"> •Pride Pens •Star 3 Recognitions •Beginning Teacher of the Year •Teacher of the Year •Distinguished Educator •Outstanding Employee •Retirement Banquet •Bus Driver Award •Custodian Award •Recognition on Social Media <p>Replacing</p> <ul style="list-style-type: none"> •Recruitment plan •Value/utilize retirees •HR interviews/recommends guidelines 			
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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:			<p>Currently teachers are able to communicate with some parents, especially low-performing students. The communications that are sent home are focused on strategies that parents can implement to assist and support their student academically. These communications include information about after-school tutoring, homework help lines and online resources.</p> <p>The school is intentional about registering all students and more parents to use the Parent Portal through Power School in order for students and parents to see real-time information including attendance,</p>	Limited Development 09/06/2016		

		assignments, and grades. Uwharrie Middle School hosts community outreach events throughout the year such as Fine Arts Night, Report Card Pick Up Events, and Transition Night.		
How it will look when fully met:		When fully implemented the school will have open communication between the school and parents to increase parent understanding of curriculum goals and how they can support students at home. Implementation would be evidenced by increase parent communication. A periodic newsletter would be created that can be shared with parents via Peachjar, email and our school website. We also want to implement letters and curriculum updates that can be sent home with report cards and interim reports. Teachers are also encouraged to develop parent communications to keep parents informed of classroom activities, testing calendars and resources to support their student at home.		Larry Hill 06/01/2019
Action(s)	Created Date		0 of 1 (0%)	
1	10/4/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Larry Hill 06/01/2019
<i>Notes:</i>				



School: Uwharrie Ridge 6-12

School Year: 2017-2018

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Anthony Grosch		
Assistant Principal	Larry Hill		
Lead Teacher	Laura Popp		
Science Teacher (6-9)	Rachel Cashatt		
ELA Teacher (6-9)	Angela Combs		
Math Teacher(6-9)	Beth Roberts		
Social Studies Teacher (6-9)	Melissa Holcomb		
CTE Teacher (6-9)	Amanda Cogley		
Spanish Teacher(6-9)	Jenny May		
EC Teacher (6-9)	Melanie Parson		
Guidance Counselor	Julie Smith		
Student Advocate	Cyndi Godfrey		
Secretary/Treasurer	Amy Stanley		
Parent Representative	Katrina Floyd		
Media Specialist	Trena Cox		



NCStar/SIP Mandatory Components

School Name: **Uwharrie Ridge 6-12**

School Year: **2017-2018**

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Uwharrie Ridge 6-12 is requesting a waiver from the State-required on-going operational activity providing a duty-free lunch for teachers. Resources and daily scheduling will be used to provide the teachers with planning time during the day. Core-subject teachers will eat lunch in the cafeteria with students for supervision and student safety. Elective teachers either have coverage for lunch time in the classroom or do not have an instructional class at that time but are schedule for remediation/enrichment periods.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Each teacher is supplied with approximately 90-minutes of duty free instructional planning each day. These times are in the morning or throughout the day depending on the schedule. Some teachers have a designated planning block that is divided into two 45-minute blocks. Each teacher has 7.5 hours of duty-free instructional planning time each week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

-Student data is used to place students in appropriate classes to meet their instructional needs. Within each class student data and history is shared with the teachers in order to focus instruction for students that specifically targets the student's deficiencies. Students are assigned to enrichment time each day to work on areas of weakness as evidenced by the student history and current classroom performance. Also, when funds are available for a remediation/intervention position at-risk students are identified for additional instruction to address academic deficiencies.

-Students that are identified as at-risk because of emotional or social needs are regularly monitored and the counseling department works with students on social skills and adjusting to the middle school setting.

Safe School Plan for

Uwharrie Ridge 6-12

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:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

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:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

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:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

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 the number of goals.)*

Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus

Target: Increase staff awareness and implementation of safety procedures throughout the campus

Indicator: Rosters of staff trainings; safety drill logs; visitor logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

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			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

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 Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**



Uwharrie Ridge Six-Twelve

Anthony Grosch, Principal

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October 6, 2017

Dear Parent/Guardian:

One of the benefits offered by the public schools in North Carolina is transparency. Public school accountability is a standard practice for North Carolina going back to the early 1990's. The North Carolina School Report Card provides parents with information on key issues such as student performance, teacher experience, and school safety. Data is provided at the school, district, and state levels to enable a parent to compare the performance of his/her child's school with other schools across the district and state.

Legislation (G.S. §115C-83.15) passed during the 2013 Legislative Session of the North Carolina General Assembly provides an additional measure of school performance in the form of a School Performance Grade. Beginning with the 2013–2014 school year, the annual North Carolina School Report Card for each school displays a letter grade of A, B, C, D, or F.

A school's performance grade is based on 80 percent of its achievement score (student proficiency) and 20 percent of its academic growth. At Uwharrie Ridge Six-Twelve, our achievement score for the 2016–2017 school year was based on how well our students performed on the annual end-of-grade mathematics and reading assessments in grades 6-8 (achievement level 3 and higher), the annual end-of-grade science assessment in grade 8 (achievement level 3 and higher), and the annual end-of-course assessment in NC Math I in grade 8 (achievement level 3 and higher).

The purpose of this letter is to inform you that Uwharrie Ridge Six-Twelve received a School Performance Grade of D for the 2016–2017 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of our school or the opportunities that our school provides. Uwharrie Ridge Six-Twelve has recently been re-designed to be a 6-12 school with students choosing one of three schools of study: Public Service, Design and Technology, or Leadership and Communication. It is the first one-to-one technology school in the Randolph County School System. Thus, students have the capability to integrate technology in all classes. Uwharrie Ridge Six-Twelve also has a dedicated remediation/enrichment time built into the daily schedule to provide students with the opportunity to receive assistance in areas of need and allow for enrichment in areas of strength. In addition, our school is participating in the Literacy Design Collaborative and the Mathematics Design Collaborative associated with the Southern Regional Education Board (SREB) instructional model. This initiative focuses on powerful teaching and learning in the classroom through extensive professional development.

One of our top priorities for the 2017–2018 school year is to improve our School Performance Grade. In addition to the previously-noted initiatives, a number of key strategies have been implemented to help improve student performance. These strategies include:

- Common assessments used to determine areas of strength/need with regard to students' understanding of the curriculum in a particular subject area
- Enhancement of remediation programs with the use of school technology
- In-house professional development to impact teacher improvement and strengthen instructional practices
- Opportunities for parental engagement in the academic environment such as parent/teacher conferences, open houses/transition nights, and the use of technology programs/applications by teachers to keep parents informed of upcoming assignments and due dates

Working together as a team, we can improve not only how well our students are performing individually, but also how our school is performing as a whole. The staff members at Uwharrie Ridge Six-Twelve are committed to ensuring that each student is ready for the next step in his/her academic career. I look forward to working with you to make sure your student is on track for success.

If you have any questions or concerns regarding our School Performance Grade and/or our plan for school improvement, please do not hesitate to give me a call.

Respectfully,

Anthony Grosch
Principal