



**Uwharrie Ridge Six-Twelve
School Improvement Plan
2019-2020**

Comprehensive Progress Report

Mission: 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: 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:

Students First In All We Do



! = 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
<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>			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		Kansas Akin	06/09/2020

			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. 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.			
Actions				0 of 3 (0%)		
	9/2/18	Veteran teachers and mentors will aid beginning teachers with consistently and positively enforcing rules and procedures and offer advice for implementing positive reinforcement and the use of PRIDE slips.			Laura Popp	06/01/2020
<i>Notes:</i>						
	10/4/17	Teachers will introduce the classroom rules and procedures at the beginning of the school year. These will be posted in the classroom. Rules and procedures will be consistently reinforced.			Laura Popp	06/09/2020
<i>Notes:</i>						
	9/2/18	During the course of the school year, teachers will revisit the classroom rules and procedures. They will positively enforce these with verbal praise, recognition, and use of PRIDE slips. The PRIDE program will allow students to receive recognition and earn rewards for demonstrating positive behavior.			Laura Popp	06/09/2020
<i>Notes:</i>						
		A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:			On August 17, 2018, our first workday to begin the 2018-2019 school year, teachers read excerpts from the following books: <i>What Great Teachers Do Differently</i> , <i>Whatever It Takes</i> , and <i>Seven Simple Secrets: What the BEST Teachers Know and Do</i> . Teachers were asked to annotate, reflect, and discuss with peers in their content area. Collectively, teachers were asked to identify a common theme supported by all excerpts. This theme was that the one variable in any school or classroom is the teacher; the teacher is the greatest predictor of student success. The teachers discussed the importance of having a growth mindset and accepting that the only person any of us can	Limited Development 09/07/2018		

	<p>control is ourselves. Teachers then created a visual representation of this concept on a poster that included relevant quotes from the excerpts. Each content team shared their posters. The posters are displayed in the Professional Learning Team (PLT) room.</p> <p>The school motto for the 2018-2019 school year, "Rise Above", was a result of this initial activity. Staff shirts include this phrase and administration embeds this phrase in weekly staff letters. Staff members recognize their peers for instances they have demonstrated this quality.</p>			
How it will look when fully met:	<p>Teachers will take ownership of both desired and undesired outcomes in the classroom. They will be able to identify and replicate actions within their control that contribute to desired learning and performance outcomes for students. In addition, they will be able to identify actions within their control that contribute to undesired learning and performance outcomes for students and alter those actions in future instruction in order to avoid undesired outcomes. Teachers will recognize that they are the number one variable in student performance. Teachers will not blame things beyond their control for undesired outcomes.</p> <p>Evidence that this objective is fully met will include Professional Learning Team (PLT) notes, written teacher reflections, and dialogue during PLTs and one-on-one conferences between administration and teachers.</p>		Laura Popp	06/09/2020
Actions		2 of 3 (67%)		
9/18/18	Each PLT meeting will begin with members either sharing a desired or undesired learning outcome. When teachers share a positive learning outcome, the Lead Teacher will follow with prompts such as, "Can you identify what part within your control that contributed to this positive outcome? What part within your control could be replicated in future instruction for additional positive outcomes?" When teachers share an undesired learning outcome, the Lead Teacher will follow with prompts such as, ""Can you identify what part within your control may have contributed to this undesired outcome? What part within your control could be altered in future instruction to avoid a similar outcome?" The purpose of these activities and prompts are to grow teachers' capacity	Complete 06/01/2019	Laura Popp	06/01/2019

	for reflection, empower them, and to help them further a growth mindset.			
<i>Notes:</i> These conversations were documented in a shared Google spreadsheet. Each department had a tab at the bottom of the spreadsheet to record PLT notes.				
9/21/18	<p>Teachers will be trained in a school wide Positive Behavior Intervention System (PBIS) called Project PRIDE. Project PRIDE is a schoolwide Positive Behavior Intervention System (PBIS) in which desired behaviors are communicated to students. When these desired behaviors are demonstrated, teachers recognize students and award them a PRIDE Slip. PRIDE Slips can be used to earn admission to monthly socials. During each social, students go outside and enjoy the following:</p> <ul style="list-style-type: none"> ~ hang with friends ~ play corn hole ~ play basketball or volleyball ~ enjoy snacks, drinks, and snowcones ~ listen to music <p>Behaviors to be recognized are below. Teachers will define the desired behavior, label it with the language below, and link it to future outcomes. For example, a teacher may say, "Makayla, I noticed that today's work challenged you. Instead of giving up, you reread the directions and tried multiple strategies. That kind of perseverance and problem solving achieves the deepest level of learning."</p> <p>Behaviors to be recognized:</p> <ul style="list-style-type: none"> ~Persevere and Problem Solve ~Make Positive Contributions ~Actively Participate ~Choose Your Attitude ~Show Self-Control 	Complete 06/01/2019	Laura Popp	06/01/2019
<i>Notes:</i> Teachers attended training that included role playing. All teachers were given a master copy of PRIDE slips.				

9/18/18	Teachers will complete a reflection graphic organizer at the end of each semester. The graphic organizer will prompt teachers to identify one of their most positive learning outcomes for students from the quarter and then identify the part within their control that contributed to this positive outcome. They will also be prompted to identify what part within their control could be replicated in future instruction for additional positive outcomes. In addition, teachers will be asked to identify one of their most undesired learning outcomes from the quarter. They will be prompted to identify what part within their control may have contributed to this undesired outcome and what part within their control could be altered in future instruction to avoid a similar outcome. The purpose of these activities and prompts are to grow teachers' capacity for reflection, empower them, and to help them further a growth mindset.		Ashley Bullington	06/09/2020
Notes:				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Professional Learning Teams (PLTs) consist of all teachers within a content area. These teams will be led by the Department Chairs and meet formally bi-weekly for thirty minutes.	Limited Development 09/07/2018		
How it will look when fully met:		Professional Learning Teams (PLTs) will meet bi-weekly to discuss instructional methods, create Common Formative Assessments (CFAs), analyze data, identify students for remediation and enrichment, and plan next steps. Evidence will include bi-weekly PLT notes, CFAs, lesson plans, and rosters for remediation/enrichment.		Laura Popp	06/09/2020
Actions			0 of 3 (0%)		
9/18/18	Professional Learning Teams (PLTs) will meet bi-weekly with the department head.			Ashley Bullington	06/09/2020
Notes:					
9/18/18	Student performance data will be analyzed quarterly to identify students for remediation.			Ashley Bullington	06/09/2020

Notes:

9/18/18 Students assigned to enrichment will be involved with activities that extend the curriculum or reinforce literacy skills.

Laura Popp

06/09/2020

Notes:

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 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			
How it will look when fully met:		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	06/09/2021
Actions			12 of 16 (75%)		
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
Notes: (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.					
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	Complete 06/29/2017	Laura Popp	05/25/2017

	shared with the school during a staff meeting. This will occur once in the first semester and again in the second semester.			
<i>Notes:</i> (2016-2017) Laura Popp identified trends based on teacher feedback and observation. The trends were shared through Professional Learning Teams.				
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 06/01/2017	Laura Popp	05/25/2017
<i>Notes:</i> (2016-2017) A Google Doc was created to allow teachers to notify administration of lessons that were created and when they would implemented in the classroom.				
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
<i>Notes:</i> (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.				
10/4/17	Teachers will be guided in standards mapping activity to ensure adequate pacing.	Complete 06/13/2018	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.				
10/4/17	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.	Complete 06/13/2018	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.				

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.	Complete 05/25/2018	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).				
10/4/17	Provide differentiated professional development on Web 2.0 tools.	Complete 06/13/2018	Laura Popp	05/28/2018
<i>Notes:</i> We will have Professional Development sessions 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.				
10/4/17	Provide Canvas support sessions with staff so that teachers can facilitate learning with an online learning management system	Complete 06/13/2018	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.				
10/4/17	Revise pacing guides to align with block scheduling.	Complete 05/25/2018	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.				
9/27/16	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.	Complete 05/25/2019	Laura Popp	05/25/2019
<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.				
9/27/16	Teachers participating in the Math Design Collaborative (MDC) will analyze student data on at least 6 pre-assessments in order to	Complete 05/28/2019	Laura Popp	05/28/2019

	determine partners for the Formative Assessment Lesson (FAL) and generate feedback questions.			
	<i>Notes:</i> (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.			
1/31/19	Middle school math teachers will use Open Up lessons and materials to develop conceptual understanding and procedural fluency.		James Needham	06/09/2020
	<i>Notes:</i>			
9/27/16	Middle school math teachers will utilize iReady diagnostic assessments to identify students for small group instruction.		James Needham	05/25/2021
	<i>Notes:</i>			
10/4/17	Teachers will create Common Formative Assessments in order to identify student misconceptions and inform instruction.		Ashley Bullington	05/28/2021
	<i>Notes:</i>			
10/7/18	Teachers will develop course content that matches standards and pacing.		Brian Hill	06/01/2021
	<i>Notes:</i>			
Implementation:		09/05/2018		
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 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.			
		A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	All teachers will explicitly teach vocabulary. Word walls are expected to be in every classroom.	Limited Development 09/07/2018		
		<i>How it will look when fully met:</i>	Teachers will provide explicit vocabulary instruction using the following five steps: have students say the word/ show them the word, provide a kid-friendly definition of the word with visuals, have students use the word in conversation, provide examples and nonexamples of the word, and have students write the word and definition in their own words including an image or symbol to capture its meaning. Evidence that this objective is fully met will include teachers' slideshows containing words and the five steps listed above that were used during instruction. Other evidence will include word walls and vocabulary work in students' notebooks.		Laura Popp	06/01/2021
Actions				2 of 3 (67%)		
	9/18/18		Teachers will receive professional development facilitated by the Lead Teacher on explicit vocabulary instruction using the five steps listed below. Step 1 is to have students say the word. In order to do this, the teacher will say the word aloud and then ask students to echo, or repeat the word. The teacher will do this several times so that students are comfortable with producing the word and all of its sounds. Then, teachers will show students the word. The students will need to see the word spelled out so that they can “read” the word. Step 2 is to provide a definition of the word, using student-friendly explanations and visuals. In order to find definitions that students can comprehend, teachers will use websites that offer definitions for kids,	Complete 06/01/2019	Laura Popp	06/01/2019

	<p>such as www.wordcentral.com.</p> <p>Step 3 is to have students use the word in conversation. Teachers will provide sentence starters as needed for scaffolding. For example, if the word is diplomacy teachers might have the following sentence starter on a PowerPoint:</p> <p>A leader who was excellent at diplomacy might.....</p> <p>Teachers will have students turn and talk with each student taking a turn filling in the blank.</p> <p>Step 4 is to provide examples and non-examples of the word. Teachers will identify synonyms for the word, examples of how the word can be used, and how the word connects to other ideas, concepts, and skills that the students know and understand.</p> <p>Step 5 helps students process the word. Teachers may have students write the word and a definition in their own words or write the word and draw an image or symbol that captures its meaning.</p>			
	Notes: Teachers led portions of Professional Development in which they explicitly taught their peers using the five steps modeled by the lead teacher.			
9/18/18	Teachers will identify words to explicitly teach and create slideshows that contain the five steps introduced during the Professional Development.	Complete 06/01/2019	Laura Popp	06/01/2019
	Notes: Teachers led portions of Professional Development in which they explicitly taught their peers using the five steps modeled by the lead teacher.			
9/16/19	Teachers will reference an interactive word wall during instruction.		Jenni May	06/09/2021
	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:	<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. 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		
How it will look when fully met:	<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. 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 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.</p> <p>The Multi-Tiered Systems of Support Process is a method of documenting student progress in response to interventions in the regular education program, prior to identification of the need for additional services offered through the special education program. When fully implemented by the 2020-2021 school year, educators will provide high-quality, research-based instructional interventions based on student need, and will monitor student progress frequently to determine the effectiveness of interventions. Educators will also adjust regular education instruction and interventions based on student performance data. Students will receive more individualized education in the regular education setting before being referred to Special</p>		Adrian Greene	06/01/2021

	Education, to ensure that all students are educated in the Least Restrictive Educational Environment.			
Actions		0 of 7 (0%)		
9/2/18	By the end of the 2019-2020 school year, in order to be fully prepared for the elimination of the "ability vs. achievement discrepancy" model used to identify students with learning difficulties, students who are at-risk for failing and are not already identified as having a learning or other disability (an identified need for Level/Tier 3 interventions), will have been provided with a consistent block of time during the school day during which to receive academic remediation interventions provided by regular classroom teachers either individually, or with groups of peers, based on students' needs. These interventions can be developed with the assistance of special education teachers.		Adrian Greene	06/01/2020
<i>Notes:</i>				
1/31/19	Math teachers, administration, and the lead teacher will prepare for and actively monitor each i-Ready Diagnostic, preparing students, encouraging focus, and closely monitoring rushing and completion.		Ashley Bullington	06/10/2020
<i>Notes:</i>				
1/31/19	Administration will establish schedules that allow for i-Ready online math Instruction, striving to give students access to 45 minutes of differentiated instruction per week.		Brian Hill	06/10/2020
<i>Notes:</i>				
1/31/19	Math teachers, administration, and the lead teacher will review reports after each i-Ready Diagnostic, focusing on i-Ready Diagnostic Results, Instructional Groupings, and i-Ready Diagnostic Growth in order to prioritize and adjust instruction.		Ashley Bullington	06/10/2020
<i>Notes:</i>				
1/31/19	All teachers will monitor student progress and respond by checking usage, percent of lessons passed, and weekly alerts to adjust schedules and instruction.		James Needham	06/10/2020
<i>Notes:</i>				
1/31/19	Math teachers will deliver differentiated small group instruction weekly during enrichment time, grouping students based on their i- Ready data		James Needham	06/10/2020

			and using recommended resources to guide instruction and deepen their understanding.			
Notes:						
10/4/17			<p>During the 2019-2020 school year, our school will continue to improve existing MTSS processes through continued professional development and support from the NC Ready Public Schools department. Educators will use "Level/Tier 1 teaching practices which include differentiated instruction to ensure all students have equal access to learning. Educators will use data to identify students who appear to have a discrepancy between their ability level and their achievement on classroom work. These students will be referred to the school-based MTSS team to begin Level/Tier 2 strategies for intervention tailored to their needs based on the reviewed data. These interventions will occur in the regular classroom setting with the classroom teacher being charged with identifying areas of academic weakness for the student, and using professional expertise to tailor lessons, activities, modifications, review and re-teaching strategies for students who demonstrate poor performance on academic tasks.</p> <p>Laurie Sypole will guide the administration team and the lead teacher on implementing MTSS school wide. This meeting will take place on 9/25/19.</p>		Ashley Bullington	06/01/2021
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:			<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. 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:			When this objective is fully met, we expect to see a decrease in 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. Evidence of the objective being met will include minutes of staff 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.		Heather Livengood	06/01/2020
Actions				1 of 3 (33%)		
	10/4/17	Staff development provided by the appropriate resources so that all staff is able to recognize students' emotional needs, understand positive behavior response strategies, effectively utilize referral processes & resolve classroom discipline issues upon student reentry to the learning environment. Staff development may include understanding of poverty & its academic & emotional effects, students with disabilities, Positive Behavior Intervention Strategies (PBIS), & best practices for working with students with unique emotional needs.		Complete 06/01/2019	Laura Popp	06/01/2019
<i>Notes:</i>						
	9/2/18	Timberwolf compliment cards will be sent monthly to recognize the effort and achievement of select students.			Brian Hill	06/01/2020
<i>Notes:</i>						
	9/16/19	All staff members will explicitly teach and reinforce the following: actively participate, show self-control, choose your attitude, and make positive contributions. PRIDE slips will be awarded to students who exhibit these behaviors. PRIDE slips will be redeemable for various incentives throughout the year including socials, snacks, and more.			Kansas Akin	06/09/2020
<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	Target Date
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	Limited Development 09/25/2017		

	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.			
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 expectations and responsibilities placed upon them as well as new social and emotional interactions with peers. 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 a 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.		Cyndi Godfrey	06/01/2020
Actions		0 of 6 (0%)		
9/2/18	School Improvement Team will include all staff in reflecting and adjusting policies, practices and procedures throughout the school in order to provide the best education/experience possible for all stakeholders.		Jenni May	06/01/2020
<i>Notes:</i>				
9/2/18	Our school will host an event each semester in which our feeder schools will visit Uwharrie Ridge to inform students about the opportunities we provide.		Cyndi Godfrey	06/01/2021
<i>Notes:</i>				
10/4/17	School Leadership Team and staff will continue to recruit prospective high school students and provide competitive choices for high school pathways.		Cyndi Godfrey	06/01/2021
<i>Notes:</i>				

9/16/19	Class meetings will be held at the beginning of each school year with administration to discuss norms and expectations.		Brian Hill	06/06/2021
<i>Notes:</i>				
9/16/19	Both individual and small group information sessions will be held throughout the year with high school students and rising high school students in order to inform them about opportunities to take college classes at RCC during high school. Sessions also include one on one support for students actively enrolled in these courses.		Lora Hill	06/09/2021
<i>Notes:</i>				
9/16/19	Class meetings will be held to provide information and resources regarding the Pre-ACT, ACT, PSAT, and SAT.		Cyndi Godfrey	06/09/2021
<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	Target Date
<i>Initial Assessment:</i>			<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>B1.01: The LEA has an LEA Support and Improvement Team</p> <p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Tile V</p> <p>Nancy Cross, Director of CTE and Middle Schools</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Cathy Waddell, Director of High Schools and ESL</p> <p>Brooke Johnston, Director of Exceptional Children</p>	Full Implementation 09/07/2018		

			Shenna Creech, Director of Digital Teaching and Learning			
	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:			<p>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.</p> <p>Administration and staff understand the school improvement plan and how it impacts the school as a whole. Teachers feel that PD is beneficial in furthering their professional needs.</p>	Limited Development 09/06/2016		
How it will look when fully met:			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. 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 as a decrease in referrals for Exceptional Children testing. This objective will be supportive to our Multi-Tiered System of Support program.		Ashley Bullington	06/01/2021
Actions				0 of 4 (0%)		
9/5/18		A calendar of scheduled meetings will be available to all stakeholders at Uwharrie Ridge 6-12			Brian Hill	06/01/2020
Notes:						

9/5/18	An agenda will be available for each meeting and notes from the meetings will be shared with the staff.		Adrian Greene	06/01/2020
<i>Notes:</i>				
10/4/17	An election process will be put in place in which members of the SIT are chosen by the teachers in each department.		Laura Popp	06/01/2021
<i>Notes:</i>				
9/16/19	The School Improvement Team will divide into three committees, each one focused on one of the following: careers, content, climate. Each committee will generate goals and action steps in order to improve our school.		Laura Popp	06/09/2021
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			(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. (2017-2018) With the redesign of Uwharrie Middle School into Uwharrie Ridge 6-12, the master schedule 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.	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	Objective Met 09/16/19	Larry Hill	05/25/2018

	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.			
Actions				
9/29/16	Create a schedule that allows for regular vertical planning times throughout the school year.	Complete 05/25/2018	Larry Hill	12/08/2017
<p><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.</p> <p>(2017-2018) We feel that this action was no longer needed this school year since we were able to fully implement Professional Learning Teams and common planning. Also, the schedule required all teachers to teach all grade levels this school, therefore there was a need to set aside an additional vertical planning time. The teachers could work vertically through their regularly scheduled Professional Learning Teams.</p>				
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.	Complete 05/25/2018	Larry Hill	05/25/2018
<p><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.</p>				
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.	Complete 05/25/2018	Larry Hill	05/25/2018
<p><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.</p>				

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	Laura Popp	08/20/2019
Notes: (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.				
Implementation:		09/16/2019		
Evidence	<p>7/10/2017 Documents have been uploaded to reflect implementation.</p> <p>5/25/2018 We have uploaded samples of the master schedule to reflect common planning times and scheduled Professional Learning Teams (PLTs). Samples of minutes and agendas from PLTs have been uploaded as well to reflect this regularity that teachers met. Teachers also began to meet less formally outside of the scheduled time.</p>			
Experience	<p>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. Due 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 one teacher in each grade level core subject which also made it difficult to have true Professional Learning Teams.</p> <p>5/25/2018 This indicator has been a major focus for our school. Seeing the progress of our teachers and how quickly and positively they have adapted to the common planning time has been remarkable. The teachers requested this time be protected as much as possible in future school years and it is a major component of our plan for the 2018-19 school year.</p>			
Sustainability	<p>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.</p> <p>5/25/2018 We have made it a priority to protect common planning times next</p>			

school year and also to ensure no teacher in the core subjects is the only person teaching that subject whenever possible. We wanted each teacher to have at least one other teacher to collaborate with.

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 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		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
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. The principal will regularly attend Professional Learning Team meetings (PLT). 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		Brian Hill	05/31/2021

	Value-Added Assessment System data and benchmark data as necessary.			
Actions		2 of 4 (50%)		
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.			
10/3/17	Observation schedule created to properly plan out the formal 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.	Complete 05/25/2018	Anthony Grosch	05/25/2018
	<i>Notes:</i> 5/25/2018 A schedule is uploaded to reflect calendar created for observations throughout the school year. The observations are completed by administration and also beginning teachers are given a peer observation by a veteran and respected staff member.			
9/26/16	Observation schedule created to properly plan out the formal observation process for all teachers throughout the 2019-2020 school year. Observations will be scheduled for all certified staff members and completed by the administration.		Brian Hill	06/09/2020
	<i>Notes:</i>			
9/26/16	A form will be used for walkthrough observations in order to allow for quick and timely feedback to teachers. The form will be utilized by the principal, assistant principal and lead teacher.		Brian Hill	06/09/2021
	<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
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 decisions.	Limited Development 09/08/2016	
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. Administration and staff understand the school improvement plan and how it impacts the school as a whole. Teachers feel that Professional Development is beneficial in furthering their professional needs.		Brian Hill
Actions				0 of 3 (0%)	
	10/6/17		Central office will complete instructional rounds, and school administration completes observations and walk through observations. This information should be used to align Professional Development toward areas that Professional Learning Teams, or the school as a		Brian Hill

	whole struggle with. This information should be shared with the School Improvement Team and other school staff to enforce school-wide implementation.			
<i>Notes:</i>				
9/2/18	All teachers use school and classroom data to align lesson plans toward student needs and to form enrichment groups that address the needs of the school as a whole as well as individual student performance.		Ashley Bullington	06/01/2020
<i>Notes:</i>				
9/2/18	Teachers use Professional Learning Teams to plan instruction based on the performance data and aggregated observation data collected through classroom walk through observations and classroom assessments.		Taylor Callicutt	06/01/2020
<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	Target Date
<i>Initial Assessment:</i>			The Local Education Agency (LEA)/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Full Implementation 09/17/2018		

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
<i>Initial Assessment:</i>			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. The school is intentional about registering all students and more parents to use the Parent Portal through Power School in	Limited Development 09/06/2016		

	order for students and parents to see real-time information including attendance, assignments, and grades. Uwharrie Ridge 6-12 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:	<p>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.</p> <p>Staff will communicate expectations to students and parents, as well as curriculum updates within the classroom. Staff will keep documentation of any contact with parents. Teachers know that the frequency of communication is beneficial to all stakeholders.</p>		Brian Hill	06/01/2021
Actions		0 of 5 (0%)		
10/4/17	Classroom teachers and staff will communicate with parents and students on a regular basis via phone calls, emails, and the Remind 101 app.		Brian Hill	06/01/2020
<i>Notes:</i>				
9/16/19	Student work will be visible in every classroom and/or outside the classroom in the hallway.		Laura Popp	06/09/2020
<i>Notes:</i>				
9/7/18	The school will create and maintain a Twitter and Facebook account to communicate with the community and celebrate our school.		Brian Hill	06/01/2021
<i>Notes:</i>				
9/16/19	Teachers will develop teacher webpages that include information about content and exemplary student work.		Betsy Morris	06/09/2021
<i>Notes:</i>				

9/16/19	Every student will participate in a minimum of one event in which student work is shared and celebrated at an after school event to which family and community is invited to attend.		Laura Popp	06/09/2021
Notes:				



NCStar/SIP Mandatory Components

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

School Year: **2019-2020**

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. Elective teachers and core teachers will supervise lunch in the cafeteria with students for supervision and student safety. This supervision time does not impact planning time.

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 65-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. Each teacher has 5.5 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.

-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.



Uwharrie Ridge Six-Twelve

Brian Hill, Principal

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Trinity, NC 27370

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October 28, 2019

Dear Parent/Guardian,

Legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

The School Performance Grades are based 80 percent on our school's achievement score (student proficiency) and 20 percent on students' academic growth. At Uwharrie Ridge Six-Twelve School, our achievement score for the 2018–19 school year is based on how well our students' performed on Grades 6-8 Mathematics, Grades 6–8 English Language Arts/Reading, Grade 8 Science, NC Math 1, English II, and Biology.

The purpose of this letter is to inform you that Uwharrie Ridge Six-Twelve School, has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

Uwharrie Ridge Six-Twelve School received a School Performance Grade of a "D" and a growth designation of "Did Not Meet" for the 2018–19 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 a school or the opportunities that our school provides.

As a low performing school, we are required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We have refined our plan and presented it to our school board at their meeting on October 21, 2019. The plan is available for review at www.randolph.k12.nc.us.

One of our top priorities for 2019–20 is to improve our School Performance Grade. There are a number of key programs we have in place to help improve student performance. These include:

- Utilizing Open- Up resources to support the delivery of math instruction in the classroom. These resources are standards based and provide opportunities for in depth understanding of mathematical concepts. A district math coach collaborates with teachers in the planning and delivery of Open-Up resources.
- Administering a Math diagnostic assessment through I-Ready. The results from the assessment will assist in providing appropriate instruction for students in order to obtain growth targets in math concepts.
- In-house differentiated professional development to impact teacher improvement and strengthen instructional practices.
- Administration and Lead teacher walkthroughs with immediate feedback through technology.
- Opportunities for parental engagement in the academic environment such as parent/teacher conferences and interim report open houses.

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure they stay on track academically. Working together as a team, we can improve not only how well our students are performing individually, but how our school is performing as a whole. There is nothing more important to administrators and teachers at Uwharrie Ridge Six-Twelve School than ensuring students are ready for the next step in their academic careers. 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 how we plan to improve, please don't hesitate to contact us at 336-241-3900.

Sincerely,

Brian Hill
Principal, Uwharrie Ridge Six-Twelve School

28 de octubre, 2019

Estimado padre, madre o tutor legal,

La legislación (G.S. §115C-83.15) aprobada durante la sesión larga de 2013 de la Asamblea General de Carolina del Norte da una medida adicional de rendimiento de escuelas con el formulario calificaciones de rendimiento escolar. A partir del ciclo escolar 2013-14, cada escuela del estado recibe una calificación de A, B, C, D o F en los Informes de Evaluación de las Escuelas de Carolina del Norte.

El 80% de la calificación de rendimiento de la escuela es el puntaje de logro de la escuela (competencia de los alumnos) y el 20% es el crecimiento académico de los alumnos. En la escuela Uwharrie Ridge Six-Twelve, nuestra calificación de logro para el ciclo 2018–19 se basa en lo bien que nuestros alumnos se desempeñaron en Matemáticas Grados 6–8, Artes lingüísticas en el idioma inglés/Lectura Grades 6–8, Ciencias Grados 8, NC Matemáticas 1, Inglés II, y Biología.

El propósito de esta carta es informarle que la escuela Uwharrie Ridge Six-Twelve ha sido designada como escuela de bajo rendimiento por la Junta de Educación del Estado de Carolina del Norte. Como se define en G.S. 115C-105.37: "La Junta de Educación del Estado diseñará e implementará un procedimiento para identificar las escuelas de bajo rendimiento anualmente. Las escuelas de bajo rendimiento son aquellas que reciben una calificación de rendimiento escolar de D o F y un puntaje de crecimiento escolar de "crecimiento esperado cumplido" o "crecimiento esperado no cumplido" según lo definido por G.S. 115C-83.15".

La escuela Uwharrie Ridge Six-Twelve recibió una calificación de un "D" y una designación de crecimiento de "no alcanzó" para el ciclo escolar 2018–19. Aunque estamos comprometidos en mejorar estos resultados, es importante recordar que, igual que solo una nota o resultado no cuenta la historia completa de un alumno, tampoco nos da la historia completa de una escuela o las diferentes oportunidades que esta escuela le da a sus estudiantes.

Uno de los requerimientos de ser una escuela bajo rendimiento tendremos que crear un plan para mejorar el rendimiento escolar y la calificación de crecimiento académico. El plan también va a incluir como el superintendente escolar y los otros administradores de los servicios centrales del distrito van a trabajar con nosotros y monitorear nuestro progreso. Hemos refinado nuestro plan y lo presentamos a nuestra junta escolar en su reunión del 21 de octubre de 2019. El plan está disponible para su revisión en www.randolph.k12.nc.us.

Una de nuestras principales prioridades para el ciclo 2019-20 es mejorar nuestra calificación de rendimiento escolar. Hay programas claves que hemos establecido para mejorar el rendimiento de los alumnos. Incluyen las siguientes:

- Utilizando recursos Open-Up para apoyar la entrega de instrucción matemática en el aula. Estos recursos están basados en estándares y brindan oportunidades para una comprensión profunda de los conceptos matemáticos. Un entrenador de matemáticas del distrito colabora con los maestros en la planificación y entrega de recursos Open-Up.

- Administrar una evaluación de diagnóstico matemático a través de I-Ready. Los resultados de la evaluación ayudarán a proporcionar la instrucción adecuada para los estudiantes a fin de obtener objetivos de crecimiento en conceptos matemáticos.
- Desarrollo profesional diferenciado interno para impactar la mejora docente y fortalecer las prácticas de instrucción.
- Tutoriales de administración y maestros líderes con retroalimentación inmediata a través de la tecnología.
- Oportunidades para la participación de los padres en el entorno académico, tales como conferencias de padres / maestros e informes de puertas abiertas.

Esperamos que siga de cerca el progreso académico del alumno y que colabore con sus maestros para garantizar que se mantenga al día académicamente. Trabajando en equipo podemos mejorar no sólo lo bien que nuestros alumnos se desempeñan individualmente sino también la manera en que nuestra escuela rinde en sí. No hay nada más importante para los administradores y maestros de la escuela Uwharrie Ride Six-Twelve que garantizar que los alumnos estén preparados para el siguiente paso en sus carreras académica. Quedo a su disposición para colaborar con usted a fin de asegurarnos de que su alumno se mantenga al día para tener éxito.

Si tiene preguntas o preocupaciones sobre nuestra calificación de rendimiento escolar y la manera en que pensamos mejorarla, no dude en comunicarse con nosotros en 336-241-3900.

Atentamente,

Brian Hill
Director