

## Comprehensive Progress Report

**Mission:** Everyone UNITES to provide students an education that is engaging, enriching, and challenging in a safe and positive environment.

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

**Goals:**

Goal 1: All K-2 students will increase their Amplify reading composite scores by 75 % by June 2023.

Goal 2: All K-2 students will increase their typical growth score by 25 points on the i-Ready Math diagnostic tests by June 2023.

Goal 3: We will improve our 2022-23 EOG Reading score by 5 points.

Goal 4: We will improve our 2022-23 EOG Math score by 5 points.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional Teams meet each week for 45 minutes to develop and refine units of study. Instructional Teams also meet each week for 90 minutes for additional planning and professional development.	Limited Development 01/18/2023		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Each week, instructional teams will meet to review student learning data and determine small groups and learning activities for differentiation, in addition to developing and refining units of study.	<b>Objective Met 02/08/23</b>	<b>Jenny Phillips</b>	<b>02/08/2023</b>
<b>Actions</b>					
	1/18/23	Teachers will bring their most recent student reading data to the weekly meeting.	Complete 01/27/2023	Jenny Phillips	02/08/2023
<i>Notes:</i>					
<b>Implementation:</b>			02/08/2023		
	<b>Evidence</b>	2/8/2023 Teachers attended the weekly meetings.			
	<b>Experience</b>	2/8/2023 Teachers meet weekly and plan based on student data.			
	<b>Sustainability</b>	2/8/2023 Teachers will continue to meet weekly and bring their data to the meetings.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		K-5 instructional teams have developed standards-aligned units of instruction for all grade levels and core subjects (reading, writing, math, science, social studies). This is accomplished each year through grade level collaboration and professional development. These units are reviewed at weekly grade level meetings with instructional coach and used to create lesson plans. Teachers have been given a lesson plan format to follow to ensure fidelity to the NC curriculum and consistency throughout the school.		Limited Development 01/24/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Month by month, curriculum maps for all grade levels and subjects will be accessible on the Staff Hub. All grade levels, K-8 instructional teams have developed standards-aligned units of instruction for all grade levels and core subjects (reading, writing, math, science, social studies).		<b>Objective Met 02/08/23</b>	<b>Erika Hedgepeth</b>	<b>02/08/2023</b>
<b>Actions</b>						
	1/25/23	Schedule weekly instructional planning meetings with middle school team.		Complete 02/01/2023	Erika Hedgepeth	02/08/2023
<i>Notes:</i>						
<b>Implementation:</b>				02/08/2023		
<b>Evidence</b>	2/8/2023	Middle school teachers met with the Instructional Coach for planning.				
<b>Experience</b>	2/8/2023	Middle school teachers met with the Instructional Coach for planning.				
<b>Sustainability</b>	2/8/2023	Middle school teachers will meet bi-weekly with the Instructional Coach for planning.				

	A2.12	ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.(5102)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Currently, UCS teachers provide students with choice in the following ways:</p> <ul style="list-style-type: none"> <li>• Students are allowed to choose the strategy they prefer to solve math problems.</li> <li>• Students are allowed to choose manipulatives to work with as they solve problems.</li> <li>• Students are allowed to choose books of interest during independent reading time.</li> <li>• Students help develop their individual reading goals.</li> <li>• Students can choose their writing prompts within a genre.</li> <li>• Students are allowed to choose type of seating to help them be engaged in the classroom.</li> <li>• Students can choose from various enriched assessments to demonstrate understanding of concepts.</li> </ul>	Limited Development 01/08/2019			
<b>How it will look when fully met:</b>	<p>When fully met, all teachers will consistently provide choice in student learning activities and materials.</p> <p>The evidence to support that A2.12 is fully met will include:</p> <ul style="list-style-type: none"> <li>• multiple intelligence student choice boards</li> <li>• project outlines/rubrics</li> <li>• graphic organizers, writing checklists, and assessment rubrics being utilized in the classroom</li> <li>• lesson plans</li> <li>• walk-thru forms</li> </ul>	Objective Met 06/04/19	Erika Hedgepeth	04/09/2019	
<b>Actions</b>					
	1/8/19 At the upcoming staff meeting, a representative of the School Improvement Team will go over the expectations to fulfill A2.12.	Complete 01/09/2019	Tracey Cooke	01/09/2019	
	<i>Notes:</i>				
	3/12/19 At staff meeting, on March 13, the importance of highlighting the student choice into teachers' lesson plans will be reminded to teachers.	Complete 03/20/2019	Christi Chiappone-Stout	03/26/2019	
	<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>We currently use iReady reading and math diagnostic tests to determine the levels of each student. We also use the Amplify reading assessment and Reading A-Z. That information is utilized to create leveled reading groups. iReady assessment data is used to determine which students need remediation and additional instruction. Our students with disabilities are served through a special education program.</p> <p>For math, we use a combination of the Reveal math curriculum's pre-assessments, the NC math check-ins, i-Ready online math program, and classroom informal observations to determine the math levels of students. That information is utilized to create math ability groups. Our students with disabilities are served through a special education program.</p> <p>The teachers provide Tier 1 and 2 instruction. Students that are in need of Tier 3 instruction are referred to the academic interventionist.</p>	Limited Development 02/14/2017		
<i>How it will look when fully met:</i>		<p><b><u>Reading and Math</u></b></p> <p>Students at Tier 1 receive daily instruction, the Amplify and iReady benchmarks 3 times per year, modeling and practicing test-taking strategies, differentiated instruction, Foundations instruction for grades K-2, and guided reading. At Tier 2, students receive differentiated instruction at their instructional level during W.I.N. time. Progress monitoring is done more frequently for students in Tier 2 depending on their individual needs. At Tier 3, students are seen 4 days/week for interventions and they are progress monitored every 10 sessions. Classroom teachers meet every other week to discuss RTI students and their progress.</p>		Amanda Broudhurst	12/13/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	2/8/23	Teachers will meet bi-weekly with the academic interventionist to discuss progress of students in Tiers 2 and 3.		Amanda Broudhurst	03/08/2023

Notes:

2/22/23 Teachers will continue to meet bi-weekly with the academic interventionist. They will meet with her during a separate planning period if absent from this meeting.

Amanda Broudhurst

03/08/2023

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
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**Initial Assessment:**  
We have morning meeting in all classrooms. We have an SEL curriculum and an SEL/behavior interventionist. We also have an SEL committee. We have 40 hours of play therapy services available to eligible students.

Limited Development  
02/22/2023

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

**Actions**

Notes:

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
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**Initial Assessment:**  
Teachers Loop, and teachers try to develop and create those relationships that last even if they no longer teach that group of students.

Limited Development  
10/05/2022

**How it will look when fully met:**  
Using data to show growth with student learning/engagement when students and staff build a relationship with one another.

Tassy Mason

10/05/2023

**Actions**

0 of 1 (0%)

10/5/22 Teacher check-in on students in their class and the relationships formed.

Tassy Mason

05/07/2023

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The School Improvement Team has been working internally. The director will include School Improvement Team on the monthly board agendas. A member of the board may sit in on meetings from time to time. Our team consists of a parent representative, directors, general education, special education, and elective teachers, and teaching partners. We have a spectrum of teachers across the elementary and middle grades.	Limited Development 02/28/2017		
<i>How it will look when fully met:</i>			<p>When fully met, the School Improvement Team will meet twice monthly to comply with the state's requirements. This team will consist of the principal, lead instructional teachers representing different grade levels, EC coordinator, and parents, who developed the plan and regularly meet to discuss and collaborate on improvements. Log in information is posted to the school website.</p> <p>The director includes School Improvement Plan updates on the board agendas. The School Improvement Team can make recommendations to the board for specific programs to improve the school.</p>		Erika Hedgepeth	03/08/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		3/8/23	The School Improvement Team will continue to recruit parent representatives.		Erika Hedgepeth	03/22/2023
<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>		The school has established a team structure by having two classes per grade level and/or two staff members in each classroom.	Limited Development 01/24/2017		
<i>How it will look when fully met:</i>		Teachers and teaching partners will have common planning time every other week. Evidence: *Sign-Up genius of parent volunteers covering a specials block every other week. *Documentation of meeting minutes. *Collaboration evident upon admin observation. Suggestions: *Scheduled teacher/partner time during staff meetings. *One special every other week is not supervised by 2 adults. *Yoga, every other Friday could be the special due to the combining of both grade level classes.		Amanda Ferazzoli	11/07/2017
<i>Actions</i>					
<i>Notes:</i>					



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
<b>Initial Assessment:</b>			Our school regularly looks at reading and math assessment data and uses that data to determine which students require in-school tutoring and/or additional support systems, such as progress monitoring. The aggregated classroom observation data reveals that our female students outperform our male students. Our staff are in tune to our students' needs; teachers provide alternative seating options and work spaces, as well as integrate movement and active learning in their lessons; and offer multiple brain breaks throughout the day. As a TSI school, we have partnered teachers as mentors to underperforming students in a specific subgroup. We implemented an <i>Influential Person of the Week</i> to further connect with that subgroup.	Limited Development 02/14/2017		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>			When fully met, the School Improvement Team will look at standardized and classroom assessment data during meetings and use the data to determine what curriculum and resources to be incorporated. The data will also determine what types of professional development to be sought based on the weaknesses of staff.  Evidence: SIP meeting minutes		Christi Chiappone-Stout	06/05/2018
<b>Actions</b>				<b>4 of 7 (57%)</b>		
	10/2/18		Have a separate math block focusing on solid mathematical practices (students struggle with higher-level questions in reading, which probably correlates with math).	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018

	<p><i>Notes:</i> Hone in on Language and “Critical-Thinking” Habits. Is there a school-wide daily or weekly routine (number story of the week) separate from regular math instruction - where students could review math concepts not related to the unit.</p> <p>Ex. Number Stories - Word problem written on poster, read it once to students, cover it up, 3 students read it back for memory to show they were thinking about the problem, teachers got suggestions on what to do to solve the problem from several students, underline/circle what it’s asking, draw a box around the unknown...</p> <p>Present ideas at a staff meeting about the desire to create consistent common test-taking language throughout the school.</p>			
10/2/18	<p>Teachers should:</p> <p>Teach skills/strategies to students to be able to interpret questions. Teach students how to use calculators sooner so they can focus on solving the problem.</p>	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
	<p><i>Notes:</i> Can math facts practice be incorporated in specials somehow? During EOG time, can music class incorporate math skills - students make songs about concepts? Is there one strategy that students need to learn vs. separate ones? Beginning in Kindergarten!</p>			
10/2/18	<p>Plaster multiplication facts along the hallways (including the modular building hallways) for constant practice. Make the facts interactive (students have to flip up to find out the answer).</p> <p>Parent volunteers will start working on this task. The administrative team will mention at the next HIVE meeting.</p>	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
	<p><i>Notes:</i></p>			
10/2/18	<p>Students write EOG-type questions for each other</p> <p>Students create flash cards with EOG verbiage (total, less than, etc.) and place symbols under them. Have students identify which symbol matches the word.</p>	Complete 06/05/2018	Christi Chiappone-Stout	06/05/2018
	<p><i>Notes:</i> The SIT is pondering implementing the NC Check-In assessments (3x/yr) and online EOG assessments.</p>			
8/20/19	<p>The leadership team will review the Breeze Thru forms to collect data on instructional practices.</p>		Erika Hedgepeth	08/29/2019
	<p><i>Notes:</i></p>			
8/20/19	<p>Review the NC Check-In data across grade levels to determine patterns.</p>		Bart Copeland	12/12/2019

<i>Notes:</i>				
8/20/19	Teachers will review the NC Check-In objectives that were weak areas in their classroom.		Bart Copeland	12/12/2019
<i>Notes:</i> Teachers will develop a responsive plan after reviewing their classroom data. The leadership team will find a professional development plan that addresses the areas of needed improvement.				
<b>Implementation:</b>		10/03/2018		
<b>Evidence</b>	10/3/2018 Teachers' class schedules include a Math Stories block, which was determined by the SIT as an improvement initiative for math. There are math facts posted in the hallway. Teachers' classrooms have "math walls" or math bulletin boards in addition to word walls/literacy bulletin boards.			
<b>Experience</b>	10/3/2018 Teachers, administrators, and parents brainstormed ways to be more effective as a school after reviewing the low math scores. Team members contributed to several discussions based on improving math facts fluency and comprehension of math concepts, such as how to break apart a word problem. A teacher who sits on the SIT presented to the staff the steps to implement the Math Stories portion of the schedule.			
<b>Sustainability</b>	10/3/2018 The School Improvement Team will continue to meet twice per month and pore over the classroom and school-wide data. The team is pondering implementing the NC Check-In assessments (3x/yr) and online EOG assessments.			

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

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
!	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school website contains public information regarding board meetings, announcements, and curriculums.	Limited Development 01/25/2023		
<i>How it will look when fully met:</i>		The school website will be consistently updated and will contain public information regarding board meetings, announcements, and curriculums.		<b>Stephanie Czarcinski</b>	<b>03/08/2023</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	1/25/23	Members of the school improvement team will review the school's website and send suggested revisions.		Stephanie Czarcinski	03/08/2023
<i>Notes:</i>					