




Superintendent's Office
Dr. Stephen Gainey, Superintendent

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MEMORANDUM

TO: Dr. Rebecca B. Garland, Deputy State Superintendent
North Carolina Department of Public Instruction

Dr. Nancy N. Barbour, Director
District and School Transformation

FROM: Stephen Gainey 

DATE: February 15, 2016

RE: Final Plan for Improvement for Uwharrie Middle School

Final documents reflect recommended changes and are being submitted for Uwharrie Middle School in accordance with the guidelines established for North Carolina low-performing schools based on G.S. 115C-105.37 (a).

- Final Plan for Improvement
- School Improvement Plan
- School Professional Development Plan
- Parent letter in English and Spanish

Please contact Catherine Berry, Assistant Superintendent for Curriculum and Instruction, at cberry@randolph.k12.nc.us or 336-318-6030 if further information is needed to satisfy the required action steps.

Uwharrie Middle School

Final Plan for Improvement for Low-Performing Schools

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): Uwharrie Middle School currently has a School Performance Letter Grade of D with Student EVAAS Growth Not Met. See attached School Improvement Plan for data summary.

Annual Goal: To support Uwharrie Middle School so that student achievement performance and student achievement growth will increase for all students as measured by End-of-Grade tests in grades 6-8.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Instructional rounds by district staff at all levels</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>All resources currently in place</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>Schedule, written feedback from Principal, and observation tool to be monitored by Curriculum Director</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>

Quarterly review of data, school improvement plan, and professional development	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Uwharrie Middle School Improvement Team	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Uwharrie Middle School Improvement Team	Quarterly review calendar and checklist to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Disadvantaged Student Supplemental Fund (DSSF) support and resources are allocated based on a three year data trend including percentage of economically disadvantaged students and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	DSSF budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Intervention/Remediation allotment is based on a three year data trend and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Intervention Remediation Budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Implementation of Multi-Tiered System of Support (MTSS) to focus on core curriculum	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum	Professional development calendar, agenda, and sign-in sheet to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

	Directors		Directors				
District monthly discipline data review	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Monthly discipline report and PowerSchool reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Reflective school self-assessment completed using two different comprehensive needs assessments	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	NCDPI school improvement self-assessment, and AdvancED self – assessment to be monitored by Curriculum Director and Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
In-depth study on <i>Common Core for the Not So Common Learner</i> training for lead teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda and sign-in sheet to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

Levelled literacy training for all language arts teachers grade 6-8	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, and instructional walkthroughs to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Professional development and purchase of leveled literacy kits with leveled mentor text reading for all ELA teachers grades 6-8	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, inventory, and instructional walkthroughs to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Intellectually gifted academy (AIG) for middle school teachers with the focus on rigor	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheets, and instructional walkthroughs to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Math professional development- Math and Problem-Based/Project-Based Learning for Student Success (MAPSS)	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, and instructional walkthroughs to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

Focused professional development on Instructional Coaching for lead teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, walkthroughs, and lead teacher activity log to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
English, language arts, and science teacher training on balanced literacy and the use of Achieve 3000 as a screener	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, instructional walkthroughs and usage reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
District AIG/MTSS Program Specialist to provide on-site professional development on depth and complexity	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Program Specialist calendar, activity log, and instructional walkthroughs to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
HillRAP and TransMath for exceptional children	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, instructional walkthroughs, and data notebooks to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

One additional Intervention teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report, Intervention plan to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Participation in a deep data dive with NC School Boards Association	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Selected to be a school-wide site for MAPSS with a focus on project-based learning	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, instructional rounds to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Coaching/mentoring for Principal	Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Coaching log to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation



**Uwharrie Middle School
School Improvement Plan
2015-2016**

Uwharrie Middle School

2014-2016 School Improvement Plan

Mission

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

Shared Beliefs

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

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

LEA or Charter Name/Number: Randolph County School System

School Name/Number: Uwharrie Middle School

School Address: 1463 Pleasant Union Road, Trinity, NC 27370

Plan Year(s): 2014-2016

Date Prepared: Revised Plan for Improvement Presented to Faculty/Staff: February 1, 2016

Principal Signature: _____

Local Board Approval Signature: _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
^SIT Chair (8 th Grade Teacher)	^Kim Davis		
Principal	Jeff Moss		
Assistant Principal Representative	Shea Setzer-Grosch		
Lead Teacher	Laura Popp		
Teacher Representative – 6 th Grade	Gail Staley		
Teacher Representative – 6 th Grade	Danielle Scott		
Teacher Representative – 7 th Grade	Angela Combs		
Teacher Representative – 7 th Grade	Deidra Colclough		
Teacher Representative – 8 th Grade	Angie Mroczkowski		
Teacher Representative – Electives	Angel Freeland		
Teacher Representative – Electives	Marcus Lawson		
Classified Rep. (Student Advocate)	Cyndi Godfrey		
EC Teacher Representative	Adrian Greene		
School Counselor Representative	Julie Smith		
Media Specialist Representative	Trena Cox		
Parent Representative	Sherry Keye		

* Add to list as needed. Each group may have more than one representative.

Uwharrie Middle School

School Improvement Plan, 2014-2016 (revised 2/1/2016)

Overview of School Community, Achievement, and Discipline Data:

Uwharrie Middle School is located in the most southwestern region of Randolph County, NC. While this location is officially inside of Trinity, the school's location is essentially equidistant from the city of Asheboro, the Archdale-Trinity community, and eastern portions of Davidson County, NC, including Denton and Lexington. Uwharrie Middle School (UMS) is the smaller of two schools that feed into Southwestern Randolph High School, with a population size for 2015-16 hovering around 355 students. Approximately 50% of our student population qualifies for free/reduced lunch.

UMS' community remains proud and supportive of our school. For example, local churches provide human and financial support for the teachers and students; parents routinely donate time, money, and/or goods for various fundraisers and activities; and most importantly, the home-school connection between parents and teachers remains a prominent pathway to success for UMS' students. Over the past year, however, we have experienced a sudden drop in enrollment as 25 students decided to enroll in a new Charter Middle School that opened its doors within our high school's residential zone. As such, our staff has spent a great deal of time thinking through ways we can improve our total school program and increase students' performance on EOG exams to ensure that we remain a strong option for students' middle school education. The following is an overview of UMS' recent enrollment, academic performance and discipline data:

Data points	2012-13	2013-14	2014-15
Total Student Enrollment	417	411	393
Grades 6-8 Reading EOG - % Grade-Level Proficient	42.3%	53.1%	52.7%
Grades 6-8 Math EOG - % Grade-Level Proficient	35.5%	36%	36.9%
Grades 8 Science EOG - % Grade-Level Proficient	41.8%	71.1%	62.1%
Math I EOC - % Grade-Level Proficient	73.1%	91.7%	100%
Performance Composite	41.00%	51.70%	47.50%
Growth	(Met Growth) -1.85 index	(Not Met) -8.30 index	(Not Met) -3.66 index
Out of School Suspensions	20	37	52
Long-term Suspensions	0	0	0
Attendance Rate %	94.75%	95.55%	94.60%
Teacher Turnover %	18.52%	3.70%	3.70%

Self-Assessment Conclusions:

The following conclusions about our school were determined through the collaborative work of our School Improvement Team. We utilized school performance and trend data, recent parent surveys conducted as part of our AdvancED accreditation review, and teachers' observations of students' work habits and engagement across our school.

- Our school's overall student performance growth dropped significantly in 2013-14 and then increased significantly last year. However, our school still did not meet expected growth overall.
- Our students' overall performance (i.e., % grade-level proficient) in grades 6-8 math has continued to lag significantly behind their performance in grades 6-8 reading and grade 8 science.
- Nearly half of our students have not demonstrated proficiency on the reading EOG test the past several years. This academic deficiency has a negative impact on students' performance across the curriculum.
- There is a significant discrepancy in academic performance between students who are economically disadvantaged (EDS) and students who are not identified as EDS (this data is explained further within our goals section).
- Our school experienced a significant drop in student population due to transfers to a new charter middle school located within our high school's residential zone. This, coupled with feedback from parents on our recent AdvancED survey has led us to realize the importance of improving our communications and outreach with our school/parent community.

Summary of 2015-2016 School Improvement Goals:

Goal 1: Math Performance – .By the end of the 2015-16 school year, our students' performance on the Math EOG exam will increase to at least 45% proficient and students will make at least expected growth with an index of -1.0 or higher. As part of this growth, we will also reduce our achievement gap in math between our EDS and non-EDS subgroups of students.

Goal 2: Reading Performance – By the end of the 2015-16 school year, our students' performance on the Reading EOG exam will increase to at least 60% proficient and students will make at least expected growth with an index of +0.1 or higher. As part of this growth, we will also reduce our achievement gap in reading between our EDS and non-EDS subgroups of students.

Goal 3: Parent Outreach/Communication – By the end of the 2015-16 school year we will hold a minimum of five (5) parent outreach activities in order to build stronger two-way communication with our parent community.

Uwharrie Middle School

School Improvement Plan, 2014-2016 (revised 2/1/2016)

<p>Path to Pride Strategic Goals</p> <p><input checked="" type="checkbox"/> Instructional program that supports academic growth</p> <p><input type="checkbox"/> Fiscal responsibility</p> <p><input type="checkbox"/> Recruit and retain highly qualified staff</p> <p><input type="checkbox"/> Maintain efficient operations</p> <p><input type="checkbox"/> Effective public relations</p>	<p>Strategic Focus: <u>Goal 1: Math Performance</u></p> <p><input checked="" type="checkbox"/> All students can learn</p> <p><input type="checkbox"/> All students will be taught in a safe and nurturing environment</p> <p><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</p> <p><input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</p> <p><input type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</p>
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Current Level of Performance (Data Summary):

Since 2012-2013, the performance of UMS students on the Math EOG exam has been an area of major concern for our school. Our students have performed below the state average in math each of the past three years. In addition, our school has not met expected growth for the past two years. Moreover, there has been a considerable achievement gap in math performance between students at our school who are socioeconomically disadvantaged (*EDS, currently ~48% of our student population*) and those who are not EDS. The data below illustrates this achievement gap over the past two school years, broken down by grade-level:

2013-2014 EOG Proficiency: 2-years ago (Overall 6-8 Math EOG Proficiency: 36%; Math EOC = 91.1%)

Econ. Status	Math 6 th	Math 7 th	Math 8 th	Math I EOC
Non-EDS	47.3%	52.8%	37.2%	73.5%
EDS	30.6%	25%	23.4%	100%

2014-2015 EOG Proficiency: 1-year ago (Overall 6-8 Math EOG Proficiency: 36.9%; Math EOC = 100%)

Econ. Status	Math 6 th	Math 7 th	Math 8 th	Math I EOC
Non-EDS	47%	52.5%	55.3%	100%
EDS	18.8%	27.9%	15.5%	100%

Annual Goal: In the 2014-15 school year, our students were 36.9% proficient on the Math EOG with a growth index of approximately -2.03. By the end of the 2015-16 school year, our students' performance on the Math EOG exam will increase to at least 45% proficient and students will make at least expected growth with an index of -1.0 or higher. As part of this growth, we will also reduce our achievement gap in math between our EDS and non-EDS subgroups of students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources & Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>1. Provide math intervention instruction to students identified as lower-performing, 2 x per week for 45 min/session (based on previous EOG, current class performance, & Fall 2015 benchmark score):</p> <p>**Focus on students' computational abilities, use of problem-solving strategies, and boosting their math vocabulary</p>	Interventionist Teacher (½-time certified position– in addition to our Reading Interventionist)	<ul style="list-style-type: none"> -District pacing guides for math, 6-8; -SchoolNet assessment items; -CCSS Math Unpacking Documents; -Purchase “NC Math Coach” supplemental materials for ALL students (<i>using district remediation funds</i>) 	Interventionist Teacher; Math Classroom Teachers; Lead Teacher; Administration	<ul style="list-style-type: none"> -Intervention Student Data Spreadsheet (<i>includes historical and ongoing data points to track intervention effectiveness</i>) Will be monitored by classroom teachers, lead teacher and administration 	<ul style="list-style-type: none"> -Intervention teacher began on 12/1/2015; -Monthly updates to Intervention Student Data Spreadsheet 	-Monthly review of students' progress, beginning 2/1/2016, continue through June 2016	12/2015 and 1/2016 – PLTs discuss student progress
<p>2. Improve math teachers' abilities to intentionally utilize curriculum resources to boost all students' performance in math:</p> <p>**Collaborative meetings to analyze “unpacking documents,” released EOG test items, and district pacing guides in order to more effectively plan instruction and formative assessments.</p> <p>**Improve weekly lesson plans to ensure students have consistent opportunities to build vocabulary</p>	-Lead Teacher; Math Classroom and Interventionist Teachers;	<ul style="list-style-type: none"> -Collaborative meetings between math teachers, lead teacher, and administration -District pacing guides for math, 6-8; -SchoolNet assessment items; -CCSS Math Unpacking Documents; 	-Math Classroom/EC Teachers; Interventionist Teacher; Lead Teacher; Administration	<ul style="list-style-type: none"> -Minutes from PLT meetings; -Students' progress from 1st to 2nd district benchmark; -Teachers' weekly lesson plans include question stems for building vocabulary & depth of 	<ul style="list-style-type: none"> -Quarterly review of this goal; -District math benchmark exams: Nov. 2015 & March 2016 	-By end of 2 nd quarter, ensure all math teachers are effectively planning lessons; -Analyze 2 nd district benchmark; -Analyze math EOG growth, June 2016	-Math PLT meetings to unpack standards and write more effective lesson plans.

and depth of knowledge in math.				knowledge; Will be monitored by classroom teachers, lead teacher and administration			
<p>3. Build our teachers' capacity to integrate problem-based / project-based learning (PBL) opportunities for all students in math.</p> <p>**Focus on research-based strategies for authentic instruction:</p> <ol style="list-style-type: none"> a. Integrate higher-order thinking skills; b. Facilitate substantive conversation among students; c. Depth of knowledge; d. Connectedness to real-world content; e. Safe/supportive learning environment 	-Lead Teacher; PTEC workshop presenters; Administration	-2 of 4 math teachers participating in "MAPSS" professional development series on integrating PBL and math (i.e., <i>grant-funded collaboration between PTEC and Wake Forest University</i>); -Utilize Wake Forest University's CERTL website for additional online PBL resources; -Provide in-school staff development for all teachers on facilitating "talk moves" to promote authentic discussion around math	-PTEC workshop presenters; Administration	-Completion of MAPSS workshop series (2 teachers); -Evaluation of lesson plans for inclusion of 5 standards of authentic instruction (for all math teachers); -PLTs will analyze students' benchmark assessment performance; Will be monitored by classroom teachers, lead teacher and administration	-Quarterly review of this goal; -District math benchmark exams: Nov. 2015 & March 2016	-MAPSS workshop sessions: July & Sept 2015; Feb 2016; also site-visits at participating schools in Oct. 2015; -Workshops with all teachers: Oct. 2015, Dec. 2015, Jan. 2016 (<i>more dates TBD</i>).	-Continue to integrate PBL and strategies into PLT and Faculty Meetings -Continue to identify quality PBL activities.

<p>4. (Overlaps with Reading Goal) Provide professional development for all UMS teachers on engaging students with poverty in mind – based on the work of Eric Jensen:</p> <p>**Hold five, 1-hour staff development sessions to focus on Eric Jensen’s work:</p> <ol style="list-style-type: none"> a. Background/intro, brain-based research; b. Engage for positive climate, c. Engage for motivation and effort; d. Engage to build cognitive capacity; e. Engage for energy and focus 	<p>Lead teacher</p>	<p>-Book study of “Engaging Students with Poverty in Mind” (Eric Jensen, 2013); -Staff development sessions led by Laura Popp, lead teacher, based on this content; -Demonstration lessons by lead teacher, followed by “debriefing” and reflection discussions during successive</p>	<p>Lead teacher & administration</p>	<p>-Completion of PD with all teachers; - PLT minutes, discussion of demo lessons & follow-up reflections; -Lesson plans containing “Jensen” best-practices -Administrator walkthroughs and observations, measuring evidence of “Jensen” best-practices; Will be monitored by classroom teachers, lead teacher and administration</p>	<p>-Monthly staff development sessions and demo lessons: Begin October 2015; -Quarterly review of this goal; -District math benchmark exams: Nov. 2015 & March 2016</p>	<p>-Staff sessions completed by April 2016</p>	<p>-Monitor lesson plans and student activities for “Jensen” best practices</p>
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Uwharrie Middle School

School Improvement Plan 2014-2016 (revised 2/1/2016)

<p>Path to Pride Strategic Goals</p> <p><input checked="" type="checkbox"/> Instructional program that supports academic growth</p> <p><input type="checkbox"/> Fiscal responsibility</p> <p><input type="checkbox"/> Recruit and retain highly qualified staff</p> <p><input type="checkbox"/> Maintain efficient operations</p> <p><input type="checkbox"/> Effective public relations</p>	<p>Strategic Focus: <u>Goal 2: Reading Performance</u></p> <p><input checked="" type="checkbox"/> All students can learn</p> <p><input type="checkbox"/> All students will be taught in a safe and nurturing environment</p> <p><input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</p> <p><input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</p> <p><input type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</p>
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<p>Current Level of Performance (Data Summary):</p> <p>Since 2012-2013, the performance of UMS students on the Reading EOG exam has been an area of concern for our school. Our students have performed below the state average in reading each of the past three years. Our school has also not met expected growth for the past two years. While our proficiency rate in reading has increased from a low of 42.3% up to around 53%, there has been a considerable achievement gap in reading performance between students at our school who are socioeconomically disadvantaged (<i>EDS, currently ~48% of our student population</i>) and those who are not EDS. The data below illustrates this achievement gap over the past two school years, broken down by grade-level:</p>												
<p><u>2013-2014 EOG Proficiency: 2-years ago (Overall Reading Proficiency: 53.1%)</u></p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Econ. Status</th> <th>Reading 6th</th> <th>Reading 7th</th> <th>Reading 8th</th> </tr> </thead> <tbody> <tr> <td>Non-EDS</td> <td>65.5%</td> <td>66.7%</td> <td>55.1%</td> </tr> <tr> <td>EDS</td> <td>52.8%</td> <td>37.5%</td> <td>40.6%</td> </tr> </tbody> </table>	Econ. Status	Reading 6 th	Reading 7 th	Reading 8 th	Non-EDS	65.5%	66.7%	55.1%	EDS	52.8%	37.5%	40.6%
Econ. Status	Reading 6 th	Reading 7 th	Reading 8 th									
Non-EDS	65.5%	66.7%	55.1%									
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<p><u>2014-2015 EOG Proficiency: 1-year ago (Overall Reading Proficiency: 52.7%)</u></p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Econ. Status</th> <th>Reading 6th</th> <th>Reading 7th</th> <th>Reading 8th</th> </tr> </thead> <tbody> <tr> <td>Non-EDS</td> <td>75.8%</td> <td>82%</td> <td>53.9%</td> </tr> <tr> <td>EDS</td> <td>37.5%</td> <td>39.7%</td> <td>25.9%</td> </tr> </tbody> </table>	Econ. Status	Reading 6 th	Reading 7 th	Reading 8 th	Non-EDS	75.8%	82%	53.9%	EDS	37.5%	39.7%	25.9%
Econ. Status	Reading 6 th	Reading 7 th	Reading 8 th									
Non-EDS	75.8%	82%	53.9%									
EDS	37.5%	39.7%	25.9%									

Annual Goal: In the 2014-15 school year, our students were 52.7% proficient on the Reading EOG with a growth index of approximately -0.86. By the end of the 2015-16 school year, our students' performance on the Reading EOG exam will increase to at least 60% proficient and students will make at least expected growth with an index of +0.1 or higher. As part of this growth, we will also reduce our achievement gap in reading between our EDS and non-EDS subgroups of students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>1. Provide reading intervention instruction to students identified as lower-performing, 2 x per week for 45 min/session (based on previous EOG, current class performance, & Fall 2015 benchmark score):</p> <p>**Focus on students' reading comprehension and critical thinking abilities; give targeted students additional practice with NC SchoolNet passages, multiple-choice response activities; supplement curriculum with "Junior Great Books" resources</p>	Interventionist Teacher (½-time certified position – in addition to our Math Interventionist)	-District pacing guides for ELA, grades 6-8; -SchoolNet assessment items; -CCSS ELA Unpacking Documents;	Interventionist Teacher; Language Arts Classroom Teachers; Lead Teacher; Admins	-Intervention Student Data Spreadsheet --includes <i>historical and ongoing data points to track student progress</i> Will be monitored by classroom teachers, lead teacher and admins	Intervention teacher began on 12/1/2015; -Monthly updates to Intervention Student Data sheets	-Monthly review of students' progress, beginning 2/1/2016, continue through June 2016	12/2015 and 1/2016 – PLTs discuss Student progress
<p>2. All students will utilize "Achieve 3000" (on-line, differentiated reading comprehension program) at least 1 to 2 times per week to boost their lexile levels over the course of the school year:</p> <p>**Students will complete an Achieve 3000 passage during Language Arts class at least once every two weeks and will complete a passage once per week during "TWolf Time" (Intervention period, end of day)</p>	All classroom teachers to facilitate students' use	-Teachers will participate in various staff development opportunities with Achieve 3000 trainers for all teachers; -Teacher and Media Specialist will coordinate times for student-use of the program across UMS' available computers;	-Classroom teachers, particularly ELA; -Lead Teacher and Admins	-Monthly program reports to track teacher and student use of program; -Track students' lexile growth each month; -Will be monitored by classroom teachers, lead teacher	-Data reports at end of each month, starting 9/30/15; -Students take "level-set" assessment in Aug, Jan. and May to measure annual lexile growth	-Baseline assess in Aug 2015; -Complete 30-40 passages per semester; -Continue program through June 2015	-Evaluate student usage and lexile growth data; -Brief our District about success of this program (i.e., 3-year contract ending in summer 2016)

<p>**School staff will organize incentives to promote students' effort with, as well at-home use of, the Achieve program (i.e., earning "points" and boosting lexile level)</p>				and admins			
<p>3. Language Arts teachers will fully implement the "Readers' Workshop" instructional framework in order to develop students' abilities as active readers (i.e., self-monitoring, critical thinking, and comprehension skills)</p>	<p>Language Arts and EC Resource Teacher, along with Lead Teacher and Administrators to support the framework</p>	<p>-District-led staff development sessions on "Readers' Workshop" + classroom kits purchased by district;</p>	<p>-Lead Teacher & Admins to monitor program; Site-visits by District MTSS /AIG Specialist; Teachers will monitor weekly lesson-planning for program fidelity</p>	<p>-Lesson plans and student activities to include Readers' Workshop aspects and activities; -Students self-selected reading logs completed for each book read; -Will be monitored by classroom teachers, lead teacher and admins</p>	<p>Initial workshop and site visits, October & Nov. 2015;- Weekly submission of lesson plans; 2nd workshop – Jan. 2016</p>	<p>Complete program launch, and fiction kits by end of 1st semester; District to announce further dates TBD</p>	<p>-Launch program; -Students held accountable for reading logs; -Teachers continue to implement program to fidelity</p>
<p>4. (Overlaps with Math Goal) Provide professional development for all UMS teachers on engaging students with poverty in mind – based on the work of Eric Jensen:</p> <p>**Hold five, 1-hour staff development sessions to focus on Eric Jensen's work:</p> <ul style="list-style-type: none"> f. Background/intro, brain-based research; g. Engage for positive climate, h. Engage for motivation and 	<p>Lead teacher</p>	<p>-Book study of "Engaging Students with Poverty in Mind" (Eric Jensen, 2013); -Staff development sessions led by Laura Popp, lead teacher, based on this content; -Demonstration lessons by lead teacher, followed by "debriefing" and reflection discussions during successive</p>	<p>Lead teacher & administration</p>	<p>-Completion of PD with all teachers; -Minutes from PLT minutes, reflect discussion of demo lessons & follow-up reflections; -Lesson plans containing "Jensen"</p>	<p>-Monthly staff development sessions and demo lessons: Begin October 2015; -Quarterly review of this goal; -District math benchmark exams:</p>	<p>-Staff sessions completed by April 2016</p>	<p>-Monitor lesson plans and student activities for "Jensen" best practices</p>

effort; i. Engage to build cognitive capacity; j. Engage for energy and focus				best-practices -Admins walk-throughs and observations , measuring evidence of "Jensen" best-practices -Will be monitored by classroom teachers, lead teacher and admins	Nov. 2015 & March 2016		
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Uwharrie Middle School

School Improvement Plan 2014-2016 (revised 2/1/2016)

Path to Pride Strategic Goals <input checked="" type="checkbox"/> Instructional program that supports academic growth <input type="checkbox"/> Fiscal responsibility <input type="checkbox"/> Recruit and retain highly qualified staff <input type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations	Strategic Focus: <u>Goal 3: Parent/Community Outreach & Communication</u> <input type="checkbox"/> All students can learn <input type="checkbox"/> All students will be taught in a safe and nurturing environment <input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
---	--

Current Level of Performance (Data Summary):

Our school has experienced a sudden drop in student population due to the transfer of 25 out of 380 students from UMS to a new charter middle school in 2015-16. This reality, coupled with feedback from our most recent parent survey, has caused us to analyze ways that we can improve our parent/community outreach and engagement. Results from our 2015 parent survey (*conducted as part of our school's AdvancED accreditation review*) indicated several **positive perceptions** by UMS parents of our school, including:

- We have high expectations for all students and a vision for their success at the next level of education;
- We have established goals and a plan for student learning, and there are clear expectations for our students' learning;
- Our school leadership (governing body) operates and functions effectively;
- We provide effective communication about our goals and activities, as well as easy-to-understand language on progress reporting;
- There are opportunities for stakeholders to be involved in school;

Moreover, our UMS parents perceived the following as **areas of relative need**:

- Share more responsibility for learning with all stakeholders (e.g., identify ways to communicate learning goals and needs with parents/community)
- Offer more individualized instruction for students;
- Communicate the ways teachers work as teams;
- Help parents understand their child's progress and keep parents informed about grading processes to a greater extent;
- Increasingly connect our teaching and learning to real-life situations.

Therefore, we have established a goal related to parent/community outreach in order to improve two-way communication with our UMS parent stakeholders. It is our hope that we can build stronger support for our school and students' success by focusing on such a goal.

Annual Goal: By the end of the 2015-16 school year, we will hold a minimum of five (5) parent outreach activities in order to build stronger two-way communication with our parent community.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
1. Hold “report card pick-up” events at the end of the 1 st and 3 rd quarter in order to engage parents in conversations regarding their child’s progress.	All teachers and support staff	-Meetings will be held after school hours, in conjunction with other PTO activities.	-Principal	-Sign-in rosters from event with parent requests for additional conferences - Will be monitored by classroom teachers, lead teacher and administration	1 st quarter planning & 3 rd quarter planning	End of 1 st quarter and end of 3 rd quarter of the year	Evaluate turn-out by parents;
2. Hold an “academic transition night” event in order to: <ul style="list-style-type: none"> • Showcase examples of current teaching and learning as a preview for next year’s students (i.e., 6th grade for rising 5th graders, etc.); • Showcase to all parents our special programs and areas of improvement that support our school’s mission and shared beliefs (e.g., academic enrichment activities we put in place for 2015-16); • Bridge our school with our feeder elementary schools (e.g., invite all current 5th grade students, teachers, and parents) 	Teachers, Support Staff, Administration, and PTSO officers	-Curriculum resources and exemplars of student work; -Create video to showcase enrichment activities; -Contributions from all staff	-Principal, Lead Teacher, PTSO collaborate to plan and monitor event	-Sign-in roster; pictures from event; samples of student exemplars presented at event. -Will be monitored by classroom teachers, lead teacher and administration	April 7, 2016	April 7, 2016	Evaluate turn-out by parents, Collect parent feedback on survey at this event

<p>3. Hold a "fine arts night" parent event in order to showcase our students' work in band, chorus, and art. This event will be an opportunity to:</p> <ul style="list-style-type: none"> • Foster parents' understanding about the well-roundedness of our school program; • Highlight our students' diverse activities and accomplishments 	<p>Art and Music electives teachers, Support Staff, Administration, and PTSO officers</p>	<p>-Student work samples (art) and preparation for performance pieces; -Outreach to feeder elementary schools to orchestrate 5th/6th grade music performance</p>	<p>Principal, Lead Teacher, Art and Music Teacher, & PTSO officers collaborate to plan and monitor event</p>	<p>-Sign-in roster; pictures from event; -samples of student exemplars presented at event; -Will be monitored by classroom teachers, lead teacher and administration</p>	<p>March 17, 2016</p>	<p>March 17, 2016</p>	<p>Evaluate turn-out by parents, Collect parent feedback on survey at this event</p>
<p>4. Ensure consistent "outgoing" communications with our parent community, including:</p> <ul style="list-style-type: none"> • Weekly phone call/email to all parent stakeholders on important events and updates; • Well-maintained/updated UMS webpage to provide helpful resources, current UMS events, and a platform for public communication with our faculty/staff. 	<p>-Principal sends out weekly updates as ambassador of the school; -Media Specialist and Webmaster maintain UMS webpage</p>	<p>-"School Messenger" and "Peachjar" electronic resources for phone / email broadcasts; -UMS homepage with support from district technology staff</p>	<p>-Principal, Media Specialist & Webmaster</p>	<p>-Call log from "School Messenger" -UMS webpage contents and updates; -Will be monitored by classroom teachers, lead teacher and administration</p>	<p>-Generate weekly calls/emails throughout school year</p>	<p>Consistent calls / emails through end of 2015-16 school year</p>	<p>-Track "job reports" to evaluate call connect, hang-up, voicemail, etc.; -Track website usage</p>

**Checklist of State-required On-going Operational Activities
Uwharrie Middle School, 2014-2016**

All Schools

Does this school:

- Implement strategies for improving performance of all students?**
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?**
- Plan use of staff development funds?**
- Plan for use of assessments to monitor student progress?**
- Provide daily duty-free lunch to teachers?**
- Provide at least five hours of planning time for teachers each week?**
- Implement strategies for involving parents and the community in the educational program?**
- Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?**

K – 8 Schools Only

Does this school:

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?**

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

(Waiver-request from providing daily duty-free lunch to teachers, included on next page)

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years 2014 – 2016**

School Name: Uwharrie Middle School

School Number 356	Request for Waiver
	1. Please describe the waiver you are requesting.
	Uwharrie Middle School is requesting a waiver from the State-required on-going operational activity of providing a daily duty-free lunch for teachers.
	2. Identify the law, regulation, or policy from which exemption is required.
	NC § 115C-105.27, section 6. [School Improvement Teams]...shall include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team....
	3. State how the waiver will be used.
	Resources will be used to provide teachers with planning time during the day.
	4. State how this wavier helps achieve the specific performance goals.
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

**2014-2106 Safe School Plan for
Uwharrie Middle School**

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: ***Jeff Moss, Principal***

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

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

The Responsibility of the Superintendent.

It is the responsibility of the Superintendent to:

- **Coordinate the adoption and implementation of the local plan for maintaining safe and orderly schools**
- **Create a system to evaluate principals' performance regarding school safety**
- **Create a system to monitor and evaluate the implementation of safety plans at each school in the system**
- **Coordinate with local law enforcement and court officials, the appropriate aspects of the implementation of the plan.**

If the Superintendent fails to carry out the before mentioned responsibilities, he may be subject to disciplinary action including a reprimand in his personnel file, or withholding of the superintendent's salary or both.

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

In the event the principal fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

- **The Responsibility of the Principals. The principal of each school is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.**

The principal shall:

- **Exhibit appropriate leadership for school personnel and students**
- **Provide for alternative placements to students who are seriously disruptive**
- **Report all criminal acts under General Statute 115C-288**
- **Provide appropriate disciplinary consequences for disruptive students.**

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

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

Assistant Principal: Help principal to maintain a safe, secure, and nurturing school/learning environment

Teachers: Follow a school-wide supervision plan to ensure safe and orderly arrival/dismissal of students to school/school-sanctioned events

Teacher Assistant: Exceptional Children’s (EC) Teacher Assistant supports our Cross-Categorical EC Classroom, helping to maintain safety and well-being of students with disabilities

Other School Staff: Office and support staff are assigned schedules and duties to help ensure proper supervision of students and our school campus.

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

- MTSS Team meets twice per month to discuss students experiencing significant behavioral and/or academic difficulties;
- Intervention services are provided, in-class and through supplemental lessons and activities during ‘TWolf Time’, to assist students struggling academically;
- Administration and teachers collaborate to intervene with students engaging in disruptive/disorderly behavior, and follow-up with parents/guardians;
- Administration initiates request for help from SRO / local law enforcement, as needed, as another measure for students engaging in disruptive/disorderly behavior.

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for **assessing the needs of disruptive and disorderly students** who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

- Classroom management plans are developed annually and submitted to administration, as well as communicated to parents/guardians;
- Teachers communicate with administration as needed when students act disruptive/disorderly;
- Administrators conference with students who engage in disruptive/disorderly behavior, providing “due process,” before any disciplinary decisions are made—Such decisions may include: Parent conferences, temporary relocation to another area of the school (e.g., main office), or suspension (i.e., out-of-school and/or from the school bus);
- Parents are notified of disciplinary decisions verbally and/or in writing.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

- Middle School students are provided an educational alternative from 8:00 a.m. - 3:05 p.m.

- High School students are provided an educational alternative setting from 8:00 a.m. - 3:05 p.m.
- During this alternative setting, students are provided assistance with their class work, and a character education program. Before any student can be placed back into the regular education setting; they must complete all class work and the character education program. Also, students assigned to the Juvenile Day Treatment Program, are transported from the schools to the center on a daily basis by the JDRC.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

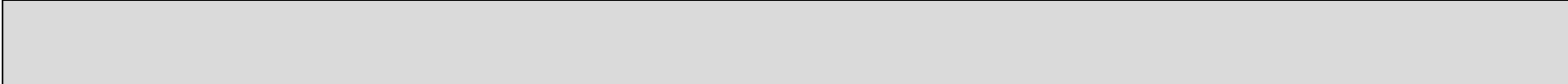
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:

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

Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:

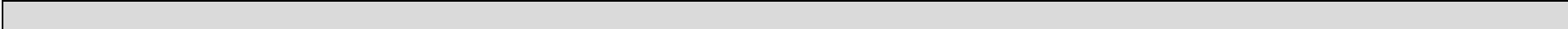
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			



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

- **Maintain the Sheriff's Department as a community partner as it continues to provide six SRO's (School Resource Officers) at each of the six traditional high schools**
- **Continue to contract one SRO (School Resource Officer) for each of the six middle schools**
- **Continue to contract one SRO (School Resource Officer) for the one sixth grade school**
- **Two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **Protocol is set up with juvenile court counselors for information sharing when juveniles are arrested**
- **Collaborative planning and support from area Mental Health Agencies - Collaborative with county agencies to provide day sentencing and day treatment services**
- **Maintain the Sheriff's Department as a community partner as it continues to provide one full time and one part-time DARE Officer to work with our seventeen elementary schools, two full-time CARE Officers, and four trained Gang Resistance Education and Training (GREAT) to work with our six middle schools.**



Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The RCS Website will be widely used to communicate - Individual schools and departmental websites will also provide safety updates and vital information - District Safety Meetings will be held quarterly to give updates training and other information**
- **Each school will set up their own safety meetings.**

Professional Development Plan

Uwharrie Middle School 2015-2016

Main Objectives for 2015-2016

1. Develop a school culture whereby faculty and staff meet as PLTs to engage in professional development activities, discuss students' progress across the total school experience, and learn more about how to analyze, discuss, and recognize the relevance of various types of data.
2. Provide teachers with a variety of opportunities to observe our Lead Teacher's model lessons which will focus on integrating the ELA anchor standards across content areas (focusing heavily on using information text and graphic organizers for students), and then debrief as PLTs within a day after each model lesson occurs.
3. Increase our teachers' abilities to engage students in meaningful learning activities—particularly with student poverty in mind.
4. Provide professional development activities specifically for our Beginning Teachers. This will entail self-reflective activities (e.g., video-taping themselves and reflecting), monthly meetings with our Lead Mentor and/or Lead Teacher, and opportunities for observing colleagues' classrooms.

Scope & Sequence of PD Activities:

- **PLT Calendar** (completed for August – December 2015)
- **Lead Teacher Demonstration Lessons Plan** (
- Two ½-day staff development sessions, led by our Lead Teacher, that focuses on the work of Eric Jensen's, "**Engaging Students with Poverty in Mind**" (10/29/15 & 1/20/16).
- "**Beginning Teacher Support Plan.**"

**Professional Learning Team- Summary of Weekly Sessions/PD
August through Dec. 2015**

Date	Topic(s) Overview	Description
Thurs., 8/27/15	Goal setting and PDPs	Discuss 'SMART Goals' and how to approach PDP goals to create SMART goals & align with School Improvement Plan
Thurs., 9/3/15	eleot PD session #1	Discuss eleot observation tool, review environments A & B, reflection activity and discussion before & after each video/element
Thurs., 9/10/15	eleot PD session #2	Discuss eleot observation tool, review environments C & D, reflection activity and discussion before & after each video/element
Wed., 9/16/15	Discussion around EVAAS (data was released 9/4)	Review & Analyze EVAAS data, focusing on past year's trends for grade-level as well as digging in deeper on current students' growth and testing patterns -- Lead toward student data conferences
Thurs., 9/24/15	**Debrief on Demo Lesson #1	Lead teacher will lead reflective discussion around her 9/23 demonstration lesson: <i>"Close Reading"</i>
Thurs., 10/1/15	eleot PD session #3	Discuss eleot observation tool, review environments E & F, reflection activity and discussion before & after each video/element
Thurs., 10/8/15	Working w/ Data – pt. 1	Data Dive with grade levels (based on "boot camp" sessions, Principal and Lead Teacher)
Thurs., 10/15/15	Working w/ Data – pt. 2	Continue Data Dive with grade levels - Look at grade-level specific discoveries & resulting goals
Wed., 10/21/15	**Debrief on Demo Lesson #2	Lead teacher will lead reflective discussion around her 10/20 demonstration lesson: <i>"Media Mash"</i>
Thurs., 10/29/15	Faculty PD: Engaging Students with Poverty in Mind	3-hour session with all faculty (2-hour early-release day), 1:15 – 4:15 in Media Center
Thurs., 11/5/15	Data Discussion: Q-1 at-a-glance	Teachers will come prepared to discuss student progress (grades, work samples, next steps)
Thurs., 11/12/15	Revisiting Goals & School Improvement Progress	Teachers will come prepared to discuss early progress toward PDP goals, look at student progress, and assess 1 st month of SIP.
Thurs., 11/19/15	**Debrief on Demo Lesson #3	Lead teacher will lead reflective discussion around her 11/18 demonstration lesson: <i>"List, Group, Label"</i>
Thurs., 11/26/15	<i>Happy Thanksgiving! No PLT this week....</i>	
Thurs., 12/3 & 12/10/15	1- hour sessions w/ Lead teacher on 'Student Engagement w/ Poverty in mind....',	
Thurs., 12/17/15	End of 2015 discussion on students: Where are we now?	



2222-C South Fayetteville Street
Asheboro, NC 27205
Phone 336.318.6100
Fax 336.318.6166
randolph.k12.nc.us

Date: October 16, 2015

Dear Parent/Guardian:

The Randolph County School System (RCSS) has had a successful start to the 2015-2016 school year in large part due to your parental support. We are providing this letter to you about the latest General Assembly action on the 2015-2016 budget, as it applies to our schools performance grades. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for the "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a parent/guardian of a student attending Uwharrie Middle School, I am writing this letter to let you know that your child(s) 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."

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for elementary school achievement include:

1. Annual end-of-grade mathematics and reading assessments in grades 6–8 (achievement levels 3 and above).
2. Annual end-of-grade science assessments in grade 8 (achievement levels 3 and above).
3. Annual end-of-course assessments in Math I (achievement levels 3 and above).

Uwharrie Middle School received a D school performance grade and did not meet growth status, and as a low performing school, is 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 are already engaged in the work of refining our plan and will present the plan for approval at our school board meeting on October 19. After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation division, will read each plan and provide feedback to the school. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website <http://randolphcountyschoolsnc.schoolinsites.com/> as well as the NCDPI's website (www.ncpublicschools.org).

Our school is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,

Jeff Moss

Principal, Uwharrie Middle School



2222-C South Fayetteville Street
Asheboro, NC 27205
Phone 336.318.6100
Fax 336.318.6166
randolph.k12.nc.us

16 octubre, 2015

Estimado Padre/tutor:

El Sistema Escolar del Condado de Randolph (RCSS) ha tenido un buen comienzo de año escolar 2015-2016, en gran parte debido a su apoyo como padres. Estamos proporcionando esta carta a usted acerca de la última acción de la Asamblea General sobre el presupuesto 2015-2016, que se aplica a las calificaciones de rendimiento de las escuelas. Como parte del proyecto de presupuesto, la Asamblea General ha hecho algunos cambios en la definición de una "Escuela de Bajo Rendimiento", y añadió una nueva definición y criterios para el "Distrito Bajo Rendimiento" y ha dado alguna orientación específica y la dirección de estas escuelas y los distritos. Como padre/tutor de un estudiante que asiste a la escuela secundaria Uwharrie Middle, estoy escribiendo esta carta para hacerle saber que la escuela de su hijo(a), ha sido designada como una escuela de bajo rendimiento por la junta educacional estatal de Carolina del Norte. Según se define en el estatuto general de G.S.115C-105.37: "La junta educacional estatal deberá elaborar y poner en práctica un procedimiento para identificar a las escuelas de bajo rendimiento sobre una base anual. Las escuelas de bajo rendimiento son los que reciben una calificación de rendimiento escolar de D o F y una puntuación de crecimiento escolar de "crecimiento esperado cumplido" o "crecimiento esperado que no se cumple", como se define en GS 115C-83.15".

Las calificaciones de rendimiento escolar se basan en el rendimiento estudiantil (80%) y el crecimiento (20%). Los indicadores y las normas de competencia o de referencia utilizados para el logro de la escuela primaria incluyen:

1. La prueba anual en matemáticas y evaluaciones de lectura de los grados 6-8 (nivel de logro 3 y superior).
2. La prueba anual de fin de grado de ciencias naturales en el grado 8 (nivel de logro 3 y superior).
3. La prueba anual fin de curso de matemáticas 1 (nivel de logro 3 y superior).

La escuela secundaria Uwharrie Middle recibió una calificación de rendimiento escolar de D y no alcanzó el estado de crecimiento, y como escuela de bajo rendimiento, se requiere el desarrollo de un plan de mejora que se refiere específicamente, cómo la escuela va a mejorar tanto la calificación de rendimiento escolar y el aumento de puntajes escolares. El plan también incluirá cómo el superintendente y otros administradores de la oficina central en el distrito trabajarán con nosotros y monitorear el progreso de nuestra escuela. Ya estamos comprometidos en el trabajo de clarificar nuestro plan y vamos a presentar el plan para su aprobación en la reunión de la junta escolar el 19 de octubre. Después de la aprobación inicial por nuestra junta escolar, vamos a presentar el plan a la junta educacional estatal para su revisión. El designado de la junta estatal, los miembros del personal del NCDPI y la división de Transformación Escolar y de distrito, leerá cada plan y proporcionar información a la escuela. Después de considerar la reacción del estado, nuestra junta local educacional dará la aprobación final al plan para que el plan final para la mejora puede ser publicada en nuestro sitio web local de <http://randolphcountyschoolsnc.schoolinsites.com/> y el sitio web del distrito, así como el sitio web de NCDPI (www.ncpublicschools.org).

Nuestra escuela se centra en la mejora continua y espero con interés trabajar con cada uno de ustedes a medida que continuamos concentrándonos en proporcionar la mejor educación para nuestros niños. Por favor, no dude en ponerse en contacto conmigo con cualquier pregunta específica a medida que avanzamos a través de este proceso.

Atentamente,

Jeff Moss

Director, escuela secundaria Uwharrie Middle