Uwharrie Ridge 6-12

School Improvement Plan

2023-2024

Comprehensive Progress Report

Mission:

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

Vision:

At Uwharrie Ridge Six-Twelve, we strive to make learning relevant through community engagement opportunities and career integrated units in the areas of Design & Technology, Public Service, and Leadership & Communication. Students will be immersed in learning experiences that develop 21st-century skills and guided in making informed decisions related to future goals.

Goals:

By June 2024, students at Uwharrie Ridge Six-Twelve will increase their overall proficiency on the End of Grade/End of Course tests by 2%. (A4.01, B3.03, C2.01)

Uwharrie Ridge Six Twelve student growth score will reach a minimum of 80 by the conclusion of the 2023-2024 school year. (A4.01, B3.03, C2.01)

By June 2024, Uwharrie Ridge Six-Twelve will strengthen core instruction for students by implementing a school-wide MTSS program focused on student mastery of content. (A4.01, B3.03, C2.01)

! = Past Due Objectives	KEY = Key Indicator				
Core Function:		**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:		**High expectations for all staff and students**			
KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		All teachers in the school have a classroom management plan that is shared with all students on the first week of school.	Limited Development 09/01/2021		

How it will look when fully met:	When this is fully implemented, staff enforces school-wide expectations and classroom procedures. Additionally, students will consistently follow school rules, procedures, and expectations. Furthermore, students will be able to self-correct their behaviors in order to maintain a positive learning environment. Evidence: decrease in office referral data.			**Heather Tysinger**	**06/10/2024**
Actions			**1 of 2 (50%)**		
	9/3/21	Each teacher will discuss behavior norms and expectations with students during enrichment on the first week of school. Each class will submit ideas to create a behavior matrix for Uwharrie Ridge 6-12. Additionally, teachers will Consistently enforce both positive and negative norms and expectations throughout the school year.	Complete 05/10/2022	Jennifer Cash	06/10/2022
	Notes:	Evidence of the behavior matrix is uploaded in the evidence folder.			
	9/3/21	The school improvement team will meet to discuss norms and expectations for all students school-wide. Norms and expectations will be revisited periodically throughout the year to revise any actions steps that are not showing student growth.		Heather Tysinger	06/10/2024
	Notes:	The school improvement team met on August 17th, 2021 to discuss raising expectations at Uwharrie Ridge 6-12. The school improvement team divided into groups to develop action steps for students, teachers, and administration for achieving each expectation. Then the school improvement team members shared the expectations with the entire staff on August 17th, 2021. Evidence has been uploaded to the folder.			

Core Function:	**Dimension A - Instructional Excellence and Alignment**				
Effective Practice:	**Curriculum and instructional alignment**				
KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The 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	Limited Development 09/06/2016		

	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.			
	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.		**Angela Combs**	**06/10/2025**
Actions		**14 of 18 (78%)**		
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 shared with the school during a staff meeting. This will occur once in the first semester and again in the second semester.	Complete 06/29/2017	Laura Popp	05/25/2017
	Notes: (2016-2017) Laura Popp identified trends based on teacher feedback and observation. The trends were shared through Professional Learning Teams.			
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
	Notes: (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
Notes:	(2016-2017) Teachers were given the opportunity to share their designed units during the Professional Learning Team meetings. Teachers and administration were able to give feedback and more importantly teachers were able to share ideas and work on units themselves with the help of other teachers present.			
10/4/17	Teachers will be guided in standards mapping activity to ensure adequate pacing.	Complete 06/13/2018	Laura Popp	05/25/2018
Notes:	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
Notes:	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
Notes:	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
Notes:	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
Notes:	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
Notes:	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
Notes:	(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 determine partners for the Formative Assessment Lesson (FAL) and generate feedback questions.	Complete 05/28/2019	Laura Popp	05/28/2019
Notes:	(2016-2017) The math teachers who participated in the Math Design Collaborative (MDC) were able to analyze the student data for the Formative Assessment Lessons (FAL) in preparation for the actual lesson in class. With the assistance of the lead teacher, Laura Popp, the teachers successfully collected the data and used it to plan their lessons. The teachers were able to determine student groups and which areas needed to be a focus for the math lesson. The teachers were then able to plan their unit accordingly.				
1/31/19	Middle school math teachers will use Open Up lessons and materials to develop conceptual understanding and procedural fluency.	Complete 08/30/2021	Jennifer Cash	06/11/2021
Notes:	Math teachers used Open Up Resources during the 2020-2021 school				

	year for grades 6-8.				
9/27/16	Middle school math teachers will administer i-Ready diagnostic assessments three times per year at the beginning, middle, and end of the year.	Complete 08/30/2021	Jennifer Cash	06/11/2021
Notes:	iReady diagnostic was given to all students three times in the 2020-2021 school year.				
10/2/23	Math and ELA teachers will meet with District Lead Teachers quarterly for planning and pacing.		Anita Gordon	06/11/2024
Notes:					
10/2/23	District professional development sessions on common formative assessments on the early release dates of 12/14/23 and 3/21/24.		Brian Hill	06/11/2024
Notes:					
10/4/17	Teachers will create Common Formative Assessments in order to identify student misconceptions and inform instruction.		Ashley Bullington	06/10/2025
Notes:					
10/7/18	Teachers will develop course content that matches standards and pacing.		Ashley Bullington	06/10/2025
Notes:					

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.			

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:	Our school has made progress to address Multi-Tiered System of Support (MTSS), specifically by implementing instructional systems to support teachers as they deliver instruction aligned with student needs. Most classroom teachers concerned about a student's progress in a certain academic 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, MTSS team, and/or EC teachers to discuss the child's needs and consider other interventions.	Limited Development 09/06/2016		
How it will look when fully met:	Using Benchmark assessments, iReady diagnostics, and Key Standards, teachers will regularly monitor student performance. Teachers will adjust enrichment/remediation groupings regularly to ensure positive student response to instructional practices. Administration will ensure that teachers are faithfully monitoring and adjusting practices to support positive student response by scheduling monthly meetings with Instructional Coach and any additional support personnel. The purpose of the meetings is to facilitate data discussions and resources for implementation of effective practices. Evidence of full implementation includes samples of meeting minutes, samples of plans used in enrichment/remediation groupings, sample of flexible grouping for middle school.		Angela Combs	06/09/2025
Actions		6 of 10 (60%)		
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-	Complete 06/09/2020	Adrian Greene	06/09/2019

		risk for failing and are not already identified as having a learning or other disability (an identified need for Intensive 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.			
	Notes:	SLD Criteria Data Mapping provided by Adrian Greene			
	1/31/19	Math teachers, English teachers, and the lead teacher will prepare for and actively monitor each i-Ready Diagnostic, preparing students, encouraging focus, and closely monitoring rushing and completion.	Complete 08/30/2021	Jennifer Cash	06/11/2021
	Notes:	During the 2020-2021 school year, Math and English teachers administered the iReady diagnostic, analyzed the data, and adjusted their daily instruction to best fit the needs of their students.			
	1/31/19	Math teachers, English teachers, 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.	Complete 08/30/2021	Ashley Bullington	06/11/2021
	Notes:	During the 2020-2021 school year, Math and English teachers administered the iReady diagnostic, analyzed the data, and adjusted their daily instruction to best fit the needs of their students.			
	1/31/19	All teachers will monitor student progress and respond by adjusting instruction and in-class differentiation of the standards being taught.	Complete 06/08/2022	Valerie Stover	06/10/2022
	Notes:				
	1/31/19	All teachers will deliver differentiated instruction weekly during enrichment time to enrich or remediate students. Student groupings will be based on formative and summative data, benchmark data, and check-in data.	Complete 06/08/2022	Reshea Smith	06/10/2022
	Notes:				
	10/4/17	Teachers upload initial and post assessment data to Student Data Folders to identify students who did not have a positive response to initial instructional practices.	Complete 06/06/2023	Ashley Bullington	06/09/2023
	Notes:	75% of teachers in our building are implementing initial and post-assessments every two weeks and using the data to target students who are struggling to meet mastery.			

					Assigned To	Target Date
9/19/22	Develop a format for teachers to indicate which students are receiving additional support during Enrichment time.				Angela Combs	06/09/2024
Notes:	Each grade-level team has implemented a schedule to support students during enrichment. See the evidence folder for the schedule and details.					
9/19/22	Teachers will use the data collected through the initial and post-assessments, iReady diagnostics, and benchmarks, and classroom performance to identify students who appear to have a discrepancy between their ability level and their achievement on classroom work.				Angela Combs	06/09/2024
Notes:						
10/2/23	Students identified by teacher evaluations of data will be referred to the school-based MTSS team to begin supplemental strategies for intervention tailored to their needs based on the reviewed data.				Erin Parker	06/11/2024
Notes:	MTSS Meetings occur in the third week of the month.					
10/6/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based interventions, teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts and provide time for differentiated reading instruction using HillRap Reading Intervention for students based on their CORE Reading Assessment, to increase overall performance of Students with Disabilities.				Adrian Greene	06/11/2024
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:		The following interventions are in place to support the emotional needs of students. Some support interventions include teachers and staff members referring students as they become aware of students' needs and concerns to the school counselor, student advocate, social worker, psychologist, nurse, and administrators. In addition, we will continue to use 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.	Limited Development 09/06/2016			
How it will look when fully met:		When this objective is fully met, all teachers will find the appropriate resource to match the emotional needs of each student. Additionally, we expect to see a decrease in student behavior that is detrimental to			**Cyndi Godfrey**	**06/10/2026**

		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.			
Actions			**2 of 3 (67%)**		
	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
	Notes:				
	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.	Complete 05/10/2022	Laura Popp	06/10/2022
	Notes:				
	9/2/18	Students of the Week will be recognized by all staff for their effort and achievement in and outside of the classroom. These will be displayed on scrolling announcements as well as in hallways.		Samantha Saint	06/10/2024
	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**
Initial Assessment:		We host several events during a student's fifth-grade year. We invite both feeder schools to Uwharrie, where students are given a tour led by students and staff. This tour includes classrooms, electives, and meeting fellow students and teachers. The school also hosts a "Transition Night" event for parents and students for information about the middle school. That evening, parents can tour the school as well, meet teachers, and see samples of students' work. We need further action during the student's sixth-grade year other than re-introducing ourselves in each classroom. There is an opportunity to continue to help students transition and for teachers to identify student needs that we are not addressing.	Limited Development 09/25/2017		
How it will look when fully met:		When the goal is fully met students will transition successfully to middle school from elementary school and from middle school to high		**Cyndi Godfrey**	**06/09/2025**

	school and high school to college/workforce. A successful transition from level-to-level and grade-to-grade would include the emotional, social, academic, and behavior of all students. Pieces of evidence to support this goal would be registration meetings for all middle and high school students, individual registration conferences for high school students, individual meetings with high school students to set college and career goals, grade-level meetings with administration and support staff, fifth-grade tours for our feeder elementary schools, and "Transition Night" events for incoming parents and students.				
Actions		**2 of 6 (33%)**			
9/2/18	Our school will host a transition event each semester in which our feeder schools will visit Uwharrie Ridge to inform students about the opportunities we provide.	Complete 05/10/2022	Cyndi Godfrey	06/10/2022	
Notes:	Due to COVID-19, our transition events have taken place virtually instead of in person for the 2020-2021 school year. Virtual events have been uploaded to the evidence folder label A4.16				
9/16/19	Class meetings will be held at the beginning of each semester with the administration to discuss norms and expectations.	Complete 04/29/2021	Brian Hill	06/10/2022	
Notes:	Mr. Hill and Mrs. Popp met with all grade levels individually during the first week (August 27th, 2019) of school to discuss expectations and to introduce the support staff to students Mr. Hill and Mrs. Popp met with all grade levels again on January 28th, 2019 to reinforce rules and expectations. Mr. Hill and Mrs. Popp met with all grade levels on April 29th, 2021 to reinforce rules and expectations.				
10/4/17	School Leadership Team and staff will continue to recruit prospective high school students and provide competitive choices for high school pathways.		Erin Parker	06/10/2024	
Notes:					
9/2/18	School Improvement Team will review the transition steps and adjust/add additional steps to support students during transitions from grade-to-grade and level-to-level.		Lori Miller	06/10/2024	
Notes:					
9/16/19	Both individual and small group information sessions will be held		Lori Miller	06/10/2024	

	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.			
Notes:				
9/16/19	Class meetings will be held to provide information and resources regarding the Pre-ACT, ACT, PSAT, and SAT.		Cyndi Godfrey	06/10/2024
Notes:	10.6.21- First 30 min. of Block 2 (Google Meet with Godfrey & Lo Hill: Planning for Success (Pre-ACT, ACT, SAT, Apprenticeship Randolph, Student LIFT, Scholarships, etc.)			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Uwharrie Ridge has implemented a School Improvement team and a Collaborative Team Coalition. We have restructured the meetings of these two entities in order to better serve our students.	Limited Development 10/07/2022		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When fully implemented, the School Improvement Team and the Guiding Coalition meetings will be focused on student achievement and strategies of implementation in order to guide teachers to meet the needs of all students.	**Objective Met 10/02/23**	**Angela Combs**	**06/09/2023**
Actions				
10/7/22	Create Norms for the Guiding Coalition and School Improvement Team meetings.	Complete 10/11/2022	Angela Combs	10/11/2022
Notes:	School Improvement Team Norms were established and agreed upon on October 11, 2022. See the evidence folder for reference.			
10/7/22	Guiding Coalition Team members will go back to their Collaborative Teams to work on developing and implementing SMART Goals regularly in all courses.	Complete 10/11/2022	Angela Combs	06/09/2023
Notes:	Each grade level team created norms and SMART goals centered			

			around a common school-wide literacy goal. School-wide literacy goal= cite textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.			
Implementation:				10/02/2023		
	Evidence		10/2/2023 10/2/2023- SMART Goals loaded to folder.			
	Experience		10/2/2023 10/2/2023- Each team created SMART Goals aligned to the school-wide standard focused on inferencing and citing textual evidence.			
	Sustainability		10/2/2023 10/2/2023- SMART Goals are revisited and revised yearly.			
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:			The leadership team (School Improvement Team) meets one time a month for approximately one hour. The agenda and minutes are kept and shared with the school staff. In addition, to the leadership team meeting once a month our administration team and departments also meet once a month for approximately forty-five minutes. The agenda and minutes are kept for the administration team by the lead teacher. Lastly, the Collaborative Teams (CTTs) meet twice a month with the department chairs to discuss student data and best practices. Minutes are logged in a Google form for all PLT's.	Limited Development 09/06/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Meetings aimed at improvement will occur twice a month to facilitate communication and coordination among grade levels, departments, the leadership team, the administration team, and the MTSS team. Evidence would include meeting minutes, meeting agendas, PLT		**Brian Hill**	**06/10/2024**

		documentation, SIT election results.			
Actions			4 of 6 (67%)		
	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.	Complete 08/15/2019	Laura Popp	08/19/2019
	Notes:				
	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.	Complete 08/10/2020	Laura Popp	08/17/2020
	Notes:	Mrs. Popp sent out the Google form to all staff on August 4th, 2020 for all staff to vote for the new SIT team members. The new members were announced at the first-day meeting on August 10th.			
	9/5/18	A calendar of scheduled meetings will be available to all stakeholders on the Uwharrie Ridge 6-12 homepage.	Complete 09/08/2022	Betsy Morris	06/10/2022
	Notes:	During the 2019-2020 school year, all stakeholders were encouraged to use the Google calendar to stay informed and updated on events happening at Uwharrie-Ridge 6-12			
	9/5/18	An agenda will be available for each meeting and notes from the meetings will be shared with the staff.	Complete 09/08/2022	Adrian Greene	06/10/2022
	Notes:	Agendas and meeting minutes are uploaded monthly.			
	9/18/23	An agenda and Hot Topics form will be shared with each SIT member before monthly meetings.		Ashley Bullington	06/10/2024
	Notes:				
	9/18/23	After meetings, SIT members will share the information with their CTTs and report back any questions or needs.		Anita Gordon	06/10/2024
	Notes:				
Implementation:			09/08/2022		
Evidence		9/8/2022			
Experience		9/8/2022			
Sustainability		9/8/2022			

Core Function:	Dimension B - Leadership Capacity

Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			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 in middle school 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 but teachers are able to share best practices among grade-level teams. 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. With the redesign of Uwharrie Middle School into Uwharrie Ridge 6-12, the master schedule was redesigned to allow for the separation of middle and high school teachers. 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		
How it will look when fully met:			When fully implemented this goal will create and protect the necessary planning time for teachers. Uwharrie Ridge 6-12 will have structures in place that will meet the specific needs of all faculty and staff. The teachers' instructional planning time will be protected. A schedule will be created to allow for vertical planning between grade levels and subject areas. Structures will also be created to allow for electives and Exceptional Children teachers to plan together to meet the needs of all students across grade levels.		**Angela Combs**	**06/11/2024**
Actions				**5 of 6 (83%)**		
		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
		Notes:	(2016-2017) Document is uploaded to reflect the days that are protected after school for teachers to meet vertically and by subject area. (2017-2018) We feel that this action was no longer needed this school year since were able to fully implement Professional Learning Teams and common planning. Also, the schedule required all teachers to teach all grade levels, 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.			
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
Notes:	(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.			
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.			
3/22/17	Development of a new master schedule for the 2020-2021 school year that will protect non-instructional time for teachers. The new master schedule would also allow for Professional Learning Teams (PLT) to be organized by grade level in middle school and by subject in high school grades.	Complete 08/30/2021	Ashley Bullington	06/11/2021
Notes:	(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. (2019-2020) Professional Learning Teams (PLT's) schedule uploaded. The updated master schedule with complete separation of middle school and high school core subjects has been uploaded to the evidence folder. The 2020-2021/2021-2022 PLT schedule has been uploaded to the evidence folder.			

9/11/20	To create a daily schedule to provide an increase in non-instructional time for teachers within the school. This action step is created based on the 2020 Teacher Working Conditions Survey.	Complete 09/08/2022	Ashley Bullington	06/10/2022
Notes:	A new schedule has been created and was implemented in the 2020-2021 school year. However, due to COVID, we have not had a true representation with all students on campus if the new daily schedule is effective. Currently, we have noticed a change is needed to high school lunch due to cafeteria capacity. Those changes will be reflected in the 2022-2023 school year.			
10/2/23	The daily schedule matrix will be revisited annually in order to maintain optimal non-instructional time for teachers within the school. Student instructional requirements will be maintained.		Cyndi Godfrey	06/11/2024
Notes:				
Implementation:		09/08/2022		
Evidence	7/10/2017 Documents have been uploaded to reflect implementation. 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.			
Experience	7/10/2017 This was difficult to pursue in regards to developing a schedule for the 2017-18 school year that met all the needs of our staff and students. 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. 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.			
Sustainability	7/10/2017			

We will need to continue to make Professional Learning Teams (PLT) a focus for the school. With renewed PLT's teachers will be able to co-plan and work together for the benefit of their students.
5/25/2018
We have made it a priority to protect common planning times next 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 and assistant principal will visit all classrooms weekly and will provide feedback though formal and informal observations. The principal and assistant principal will complete the required observations for each faculty member on time followed by a post-conference focused on instructional feedback. A schedule is also created for faculty members to complete peer observations for new 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, the assistant principal, and the lead teacher will monitor classroom instruction regularly and will provide timely, clear, and constructive feedback to teachers. Formal and informal observations will be used to provide immediate feedback that meets the direct needs of the teachers at Uwharrie Ridge 6-12.		**Brian Hill**	**06/10/2024**
Actions		**2 of 5 (40%)**		
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 CTTs.	Complete 06/29/2017	Anthony Grosch	05/25/2017
Notes:	(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 Collaborative Team Time 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	Complete 05/25/2018	Anthony Grosch	05/25/2018

		completed by the administration.			
Notes:		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.			
9/19/22		Share best practices for instructional delivery with teachers.		Angela Combs	06/09/2024
Notes:					
9/19/22		Conduct regular walkthroughs to monitor instructional delivery and practices.		Brian Hill	06/09/2024
Notes:					
9/19/22		Highlight "What's Right with OUR Classes" during faculty meetings and on social media.		Brian Hill	06/09/2024
Notes:					
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**	**Implementation Status**	**Assigned To**	**Target Date**

		decisions about school improvement and professional development needs.(5159)			
Initial Assessment:		Currently, we review and discuss data as grade levels during grade level Professional Learning Teams. We review and share data with teachers at monthly staff meetings but there needs to be a concerted effort to use the data to drive instruction and provide professional development for teachers to support their analysis of the data to drive instructional decisions.	Limited Development 09/08/2016		
How it will look when fully met:		When this objective is fully met, all staff routinely deliver and plan data-driven instruction and routinely reteach instruction based on data from assessments, both formative and summative. Student performance data and classroom observation data are analyzed to plan professional development.		**Ashley Bullington**	**06/10/2024**
Actions			**1 of 5 (20%)**		
	10/6/17	Central office will complete instructional rounds, and the school administration will complete observations and walkthrough observations. This information will be used to design professional development that best fits our school's needs.	Complete 06/08/2022	Brian Hill	06/10/2022
	Notes:				
	9/19/22	Identify schoolwide areas of need for improvement and plan professional development accordingly.		Ashley Bullington	06/09/2024
	Notes:	Professional development for 10/26/23 will include a session titled Demystifying Dyslexia. This will be conducted by Adrian Greene.			
	9/19/22	Identify instructional strengths and weaknesses within classrooms through conducting classroom observations.		Ashley Bullington	06/09/2024
	Notes:				
	9/19/22	Connect teachers who are struggling with content or delivery with other professionals who can help plan, implement, or coach those teachers.		Angela Combs	06/09/2024
	Notes:				
	9/19/22	Identify students who are struggling with core curriculum and refer them to the school based MTSS team to begin supplemental strategies for intervention tailored to their needs based on the reviewed data.		Angela Combs	06/09/2024
	Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
KEY C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Recruiting: Positions are advertised, posted on a variety of sites including the RCSS and State website as well as social media. Lea administrators attend job fairs. The LEA collaborates with universities, etc. The LEA recruits student teachers within RCSS. The LEA provides possible offers of early contracts. The new graduate list is shared with principals. Principals make recommendations for employment. Evaluating: All BT and new employees are trained on the NC Teacher Evaluation Model. School and District level walkthroughs occur throughout the school year. The LEA follows district and state guidelines/laws. HR meets with principals to review staffing plans. Rewarding: Pride Pens Star 3 Recognitions BT of the Year Teacher of the Year Distinguished Educator	Full Implementation 10/07/2022		

Outstanding Employee	
Retirement Banquet	
Bus Driver Award	
Custodian Award	
Recognition on Social Media	
Replacing:	
Recruitment plan	
Value/utilize retirees	
HR interview/recommendation guidelines	

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Resource Allocation**			
KEY D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Uwharrie Ridge has adopted a continuous improvement approach to resource allocation in order to sustain and maximize the effectiveness of school improvement efforts.	Limited Development 09/11/2023		
How it will look when fully met:	When fully met, resources will be allocated in the best manner possible to support our Students with Disabilities as determined by continuous growth of these students.		**Adrian Greene**	**06/06/2025**
Actions		**0 of 2 (0%)**		
9/18/23	Within the 2023-2024 school year, our school identified the following resource inequity, sufficient training of all staff on dyslexia , as a result, our school plans to mitigate this inequity by using school-based Professional Development time for Mrs. Adrian Greene to provide instruction on teaching students with dyslexia. She will clear up any misconceptions surrounding dyslexia and how it affects our students with disabilities.		Adrian Greene	10/26/2023
Notes:				

	10/2/23	Dr. Jones, from DPI, will provide coaching support for the administrative team.		Brian Hill	06/11/2024
	Notes:	9/14/13 9/18/23 10/5/23			

Core Function:	Dimension E - Families and Community				
Effective Practice:	**Family Engagement**				
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**	
Initial Assessment:	Uwharrie Ridge communicates regularly with all stakeholders in a variety of ways. Currently, our communication efforts include the following: AlertNow, social media, district, school, and teacher web pages, PowerSchool parent portal, timberwolf compliment postcards, Canvas, phone calls, and emails.	Limited Development 09/06/2016			
How it will look when fully met:	When fully implemented the school will have open communication between the school and parents to increase the parent's understanding of their child's academic performance and how they can support their students at home. Teachers will communicate with parents on a regular basis to keep parents informed of classroom activities, testing calendars, and resources to support their students at home. Teachers will keep documentation of any contact with parents. Teachers know frequent communication is beneficial to all stakeholders involved in a student's education.		**Brian Hill**	**06/09/2024**	
Actions		**0 of 5 (0%)**			
	9/16/19	Teachers will develop teacher webpages that include information about content and ways to contact each teacher.		Samantha Saint	06/09/2024
	Notes:	Mrs. Morris conducts professional development with teachers on how to set up and design their teacher webpages.			
	9/16/19	Student work will be visible in every classroom and/or outside the classroom in the hallway.		Kristi Engelbrecht	06/09/2024

Notes:				
9/16/19	Every student will have the opportunity to share and celebrate their work via social media and the school homepage		Brian Hill	06/09/2024
Notes:				
10/4/17	Classroom teachers and staff will communicate with parents and students on a regular basis via phone calls, emails, and Canvas		Anita Gordon	06/10/2024
Notes:				
9/7/18	The school will create and maintain an Instagram and Facebook account to communicate with the community and celebrate our school.		Samantha Saint	06/10/2024
Notes:				

School: Uwharrie Ridge 6-12

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Brian Hill		
Assistant Principal	Ashley Bullington		
Lead Teacher	Angela Combs		
Media Specialist			
9-12 High School Team	Erin Parker		
6th Grade Team	Anita Gordon		
7th Grade Team	Cody Yandle		
8th Grade Team	Valerie Stover		
6-12 Elective Teacher	Kristi Engelbrecht		
6-12 Elective Teacher	Heather Tysinger		
6-12 EC Teacher	Adrian Greene		
Guidance Counselor	Cyndi Godfrey		
Career Development Coordinator	Lori Miller		
Parent Representative	Kim Hutchins		

NCStar/SIP Mandatory Components

School Name: Uwharrie Ridge Six-Twelve

School Year: 2023-2024

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 ongoing 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. The wavier is requested to ensure the safety and supervision of students, particularly as large groups gather in the cafeteria area during lunch.

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 middle school teacher is supplied with approximately 110-minutes of duty free instructional planning each day. Each high school teacher is supplied with approximately 90 minutes of duty free instructional planning each day. These times are throughout the day depending on the master schedule. The master schedule allows for professional learning team meetings. As a result teachers receive, on average, a minimum of five hours duty-free instructional planning per week.

Transition Plan for At-Risk Students
☒ Elementary to Middle School
☒ Middle School to High School
Please describe transition plan below.

> Uwharrie Ridge will host fifth-grade tours where we invite both feeder schools to visit and tour Uwharrie Ridge. Students are given a tour led by students and staff. This tour includes classrooms, electives, and meeting fellow students and teachers. The school also sends members of the staff to "Transition Night" events at our feeder schools to give information about the middle school. Our school counselor meets with eighth grade students planning to stay at Uwharrie Ridge for high school to create a four year plan focused on career and college readiness. Lastly, school personal provides a field trip for eighth grade students who do not plan to remain at Uwharrie Ridge for high school to visit Southwestern Randolph High School if they are interested.