



**Uwharrie Ridge Six-Twelve
School Improvement Plan
2021-2022**

Comprehensive Progress Report

Mission:

Uwharrie Ridge Six Twelve's low-performing identification continues pending assessment data from the 2021-2022 school year.

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 2022, Uwharrie Ridge Six-Twelve will increase the End of Grade/End of Course proficiency by 2%. (A1.05, A2.01, A2.04, A2.13,A3.01, B3.03, C2.01)
- By June 2022, Uwharrie Ridge Six Twelve growth score will reach a minimum of 80 by the conclusion of the 2021-2022 school year. (A1.05, A2.01, A2.04, A2.13,A3.01, B3.03, C2.01)
- By June 2022, Uwharrie Ridge Six-Twelve will strengthen core instruction by implementing a school-wide MTSS program focused on core instruction. (A1.04, A1.05, A2.13, A3.01, A4.01)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Teachers implement the use of various forms of formative assessment such as the following: exit slips, bell ringers, Quizizz, Kahoot, ReadWorks assignments, CommonLit articles, whiteboarding, gestures to indicate understanding, four corners activities, and other informal assessment techniques. Formative assessments are used to evaluate learning and determine what minor adjustments can be made in instruction to enhance student understanding.</p> <p>Summative assessments are also used in various forms in the classroom. Examples may include SchoolNet, Passports for Learning, NC Check-Ins (Math, ELA and 8th grade Science), classroom unit assessments, and End of Grade/End of Course testing.</p> <p>As a school, we implement a universal screening system (iReady) for middle school students to identify students who are academically on track and those who are at risk for difficulties in math and reading.</p> <p>Based on data from formative assessments teachers adjust classroom instruction to reteach standards and concepts that students failed to master. Summative assessments allow teachers to gain a broader understanding of what unit concepts may need to be retaught.</p>	<p>Limited Development 09/18/2020</p>		
<p>How it will look when fully met:</p>	<p>When fully implemented, teachers and support staff will be able to identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk. This will take place during the regularly scheduled class time as well as enrichment/remediation period for both middle and high school students. Small groups will be flexible and formed based on the formative and summative assessment data collected through the school year.</p>		<p>Taylor Callicutt</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/18/20</p>	<p>Teachers will engage in professional collaboration in order to create performance-based assessments which will be used to form flexible groups, improve instruction, and monitor student growth.</p>		<p>Beth Roberts</p>	<p>06/10/2022</p>
<p><i>Notes:</i></p>				

9/18/20	Teachers will clearly communicate growth and achievement to students through data conferencing.		Reshea Smith	06/10/2022	
<i>Notes:</i>					
9/18/20	Administrators will find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation to more concrete rewards. Examples may include Teacher of the Year, Distinguished Educator, Star Employee, 007 monthly staff awards, and post observation conferences.		Brian Hill	06/09/2023	
<i>Notes:</i> 20-21 Teacher of the Year- Jenni May 20-21Distinguished Educator- Cyndi Godfrey 20-21Outstanding Employee- Tammy Cox 20-21Star Employee- Cyndi Godfrey and Sarah Moore					
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers formally progress monitor students' prior knowledge by giving an initial assessment, followed by a post-assessment after two weeks of focused instruction, ongoing work completion, and content mastery by focusing on core instruction.	Limited Development 09/16/2020		
<i>How it will look when fully met:</i>		Teachers will differentiate instruction for their students by preparing units of instruction with an array of differentiated activities aligned to standards. The individual teacher will then select appropriate activities for each student. The teacher looks at initial assessments, post-assessments, and the students' ongoing work to determine mastery.		Angela Combs	06/10/2022
Actions			0 of 3 (0%)		
9/16/20	Teachers will formally document and track student progress on a regular basis to drive instruction.		Elizabeth Cox	06/10/2022	
<i>Notes:</i> Each teacher completes a student progress spreadsheet after each initial and post-assessment in the MTSS core instruction plan.					
9/16/20	Using initial assessment and post-assessments, grade level teachers will compare student progress and collaborate to better meet student needs.		Angela Combs	06/10/2022	
<i>Notes:</i>					
9/16/20	Enrichment small-group instruction will be decided based on the		Heather Laughlin	06/10/2022	

student's initial assessment grade. Any student scoring above a 70 will participate in an extension activity of the teacher's choosing. Any student scoring below a 70 will participate in small group remediation.

Notes:

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, school staff will consistently enforce 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.		Jennifer Cash	06/10/2022
Actions			0 of 2 (0%)		
	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.		Jennifer Cash	06/10/2022
		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.			
	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		Jennifer Cash	06/10/2022

negative norms and expectations throughout the school year.

Notes: Evidence of the behavior matrix is uploaded in the evidence folder.

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Professional Learning Teams (PLTs) consist of all teachers within a content area for high school subjects. Professional Learning Teams (PLTs) consist of all grade level teachers in middle school. These teams will be led by the Department Chairs and meet formally bi-weekly for forty-five minutes.	Limited Development 09/07/2018			
How it will look when fully met:		Professional Learning Teams (PLTs) will meet bi-weekly to discuss instructional methods, create Common Formative Assessments (CFAs), analyze data, identify students for remediation and enrichment, and plan the next steps. Evidence will include bi-weekly PLT notes, CFAs, lesson plans, and student groupings for remediation/enrichment.		Ashley Bullington	06/10/2022	
Actions			0 of 3 (0%)			
	9/18/18	Professional Learning Teams (PLTs) will meet bi-weekly with the department head.		Jenni May	06/10/2022	
		<i>Notes:</i> PLT schedule and meeting minutes are uploaded in the folder as evidence for the 2021-2022 school year.				
	9/18/18	Student performance data will be analyzed during PLT's to achieve content mastery.		Jennifer Cash	06/10/2022	
		<i>Notes:</i>				
	9/18/18	During enrichment, students will be involved with activities that extend the curriculum or reinforce the curriculum.		Reshea Smith	06/10/2022	
		<i>Notes:</i>				
	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	Limited Development 09/06/2016		

	math teachers did not begin until the 2015-2016 school year. Teachers need support in the following: determining desired learning outcomes that align with the standards, identifying criteria to evidence mastery, determining a learning sequence that includes prerequisite skills needed to achieve the desired learning outcomes, and designing tasks that develop these skills. In addition, teachers need support in pacing lessons to ensure all standards are covered.			
	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.		Ashley Bullington	06/10/2022
Actions		14 of 16 (88%)		
9/27/16	The lead teacher will provide professional development on Backward Design and create unit templates for teachers that follow a Backward Design.	Complete 09/29/2016	Laura Popp	10/06/2016
	<i>Notes:</i> (2016-2017) Laura Popp led professional development on Backward Design and created templates and a presentation for teachers that was uploaded in the documents section. Teachers have also had this shared with them and are able to keep a copy as a resource. Currently, teachers have created at least one unit of backward design and have shared dates with administration when they are implementing the unit in their classroom.			
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
	<i>Notes:</i> (2016-2017) Laura Popp identified trends based on teacher feedback and observation. The trends were shared through Professional Learning Teams.			
9/27/16	The administration and lead teacher will be informed via a Google Doc of when at last 3 Backward Design units will be conducted in the classroom in order to monitor instruction and provide feedback to teachers.	Complete 06/01/2017	Laura Popp	05/25/2017

	<i>Notes:</i> (2016-2017) A Google Doc was created to allow teachers to notify administration of lessons that were created and when they would be implemented in the classroom.			
9/27/16	Teachers will share one of their units with their Professional Learning Teams (PLT) during the first semester of the 2016-17 school year and receive feedback from their PLT including the lead teacher and principal. Teachers will share a second planned unit during the second semester of the 2016-17 school year and receive feedback from their PLT including the lead teacher and principal.	Complete 06/29/2017	Laura Popp	05/25/2017
	<i>Notes:</i> (2016-2017) Teachers were given the opportunity to share their designed units during the Professional Learning Team meetings. Teachers and administration were able to give feedback and more importantly teachers were able to share ideas and work on units themselves with the help of other teachers present.			
10/4/17	Teachers will be guided in standards mapping activity to ensure adequate pacing.	Complete 06/13/2018	Laura Popp	05/25/2018
	<i>Notes:</i> The lead teacher created calendars that correspond with the revised pacing guide. Each week in Professional Learning Teams, teachers will map out standards they want to address in the coming weeks.			
10/4/17	Establish norm of modeling think aloud process for problem solving in math during Professional Learning Team (PLT) meetings. Teachers will model this for one another to develop common language to use in the classroom.	Complete 06/13/2018	Laura Popp	05/28/2018
	<i>Notes:</i> Various problems from the math unpacking documents will be selected for different math teachers to model during Professional Learning Team meetings. The lead teacher will facilitate a discussion with the math teachers in which they will compare and contrast the two approaches and discuss how to address student misconceptions. Specific attention will be given to how to anticipate and address misconceptions.			
10/4/17	Arrange for Deputy Director for Fire & Rescue Training, Derrick Clouston, to collaborate with Science teachers to conduct lessons geared toward careers in Public Service, Leadership and Communication, and Design and Technology.	Complete 05/25/2018	Laura Popp	05/28/2018
	<i>Notes:</i> Derrick Clouston met with the science team on 9/29/17 to discuss opportunities for collaboration. We looked at pacing guides and standards and selected dates in January for him to lead lessons with 6th grade (Forces and Motion) and 7th grade (Energy).			
10/4/17	Provide differentiated professional development on Web 2.0 tools.	Complete 06/13/2018	Laura Popp	05/28/2018
	<i>Notes:</i> We will have Professional Development sessions on November 2, 2017			

	from 1:30-3:00. Sessions will focus on Web 2.0 tools. Participants will be able to select two sessions to attend based on their interests and results from the Web 2.0 Tools Pre-Survey.			
10/4/17	Provide Canvas support sessions with staff so that teachers can facilitate learning with an online learning management system	Complete 06/13/2018	Laura Popp	05/28/2018
	<i>Notes:</i> Alice Smith will lead support sessions with teachers formally twice during the 2017-2018 school year. In addition, the lead teacher will offer support as needed during weekly Professional Learning Team meetings.			
10/4/17	Revise pacing guides to align with block scheduling.	Complete 05/25/2018	Laura Popp	05/28/2018
	<i>Notes:</i> The lead teacher revised pacing guides to align with block scheduling. A poster was displayed in the Professional Learning Team (PLT) room to show revised dates. This will be completed for the Fall and Spring semester to ensure alignment with Randolph County School System pacing guides and content standards.			
9/27/16	Teachers who participate in the Math Design Collaborative (MDC) will track student growth based on pre-lesson and post-lesson assessment data using the MDC Teacher Formative Assessment Lesson Analysis Form.	Complete 05/25/2019	Laura Popp	05/25/2019
	<i>Notes:</i> (2016-2017) The math teachers who participated in the Math Design Collaborative (MDC) analyze the student data from the Formative Assessment Lessons (FAL). With the assistance of the lead teacher, Laura Popp, the teachers will collect the data and use it to plan re-engagement lessons. The teachers will collect pre- and post-assessment data to determine the effectiveness of the lesson as well as determine student mastery.			
9/27/16	Teachers participating in the Math Design Collaborative (MDC) will analyze student data on at least 6 pre-assessments in order to determine partners for the Formative Assessment Lesson (FAL) and generate feedback questions.	Complete 05/28/2019	Laura Popp	05/28/2019
	<i>Notes:</i> (2016-2017) The math teachers who participated in the Math Design Collaborative (MDC) were able to analyze the student data for the Formative Assessment Lessons (FAL) in preparation for the actual lesson in class. With the assistance of the lead teacher, Laura Popp, the teachers successfully collected the data and used it to plan their lessons. The teachers were able to determine student groups and which areas needed to be a focus for the math lesson. The teachers were then able to plan their unit accordingly.			
1/31/19	Middle school math teachers will use Open Up lessons and materials to	Complete 08/30/2021	Jennifer Cash	06/11/2021

	develop conceptual understanding and procedural fluency.			
	<i>Notes:</i> 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
	<i>Notes:</i> iReady diagnostic was given to all students three times in the 2020-2021 school year.			
10/4/17	Teachers will create Common Formative Assessments in order to identify student misconceptions and inform instruction.		Ashley Bullington	06/10/2022
	<i>Notes:</i>			
10/7/18	Teachers will develop course content that matches standards and pacing.		Ashley Bullington	06/10/2022
	<i>Notes:</i>			
Implementation:		09/05/2018		
Evidence	7/13/2017 Evidence has been uploaded in the document section for file A2.04.			
Experience	7/13/2017 This objective was difficult to work on as we needed to continue to provide support to teachers in new ways as they worked through the concept of designing units backwards with a focus on what they want the kids to master. Also, with the implementation of the Math Design Collaborative and the Literacy Design Collaborative, we had new resources for the teacher to utilize. However, it did create some initial difficulty for the teachers to learn multiple new resources and implement several new concepts into their planning.			
Sustainability	7/13/2017 We will have to continue to support our teachers with the backwards design approach during Professional Learning Teams (PLT's) and feedback in the classroom. Also we will need to specifically continue to support our math teachers that have implemented and continue to use the Math Design Collaborative (MDC) materials. This needs to continue to be a priority as we implement more focused lesson planning across all subject areas and teachers use student data to drive their lesson planning.			
A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Currently, some teachers are assessing student learning on completion instead of mastery of standards. Timely feedback is critical for improving student performance.	Limited Development 09/03/2021		
How it will look when fully met:	Assessments/ assignments are standard-driven to achieve standard mastery.		Lora Hill	06/09/2023
Actions		0 of 4 (0%)		
9/3/21	Each ELA, Math, Science, and Social Studies teacher will give an initial assessment focused on one standard every other Friday. Followed by a post-assessment every other Monday.		Adrian Greene	06/10/2022
<i>Notes:</i> Math and ELA's first initial assessment was given on August 27th, 2021, and Science and Social Studies' first initial assessment was given on September 3rd, 2021.				
9/3/21	Students scoring less than 70% on the initial assessment will receive small group instruction for one hour during two thirty-minute enrichment periods before taking the post-assessment.		Betsy Morris	06/10/2022
<i>Notes:</i>				
9/3/21	Teachers will track student data using the school-wide data template. Teachers will record every student's initial assessment and post-assessment. This will allow teachers to identify those students who have mastered the standard of focus and who need more direct instruction to achieve mastery.		Ashley Bullington	06/10/2022
<i>Notes:</i> School-wide data template has been uploaded to the evidence folder.				
9/3/21	Elective teachers will work with high school students in building skills for post-secondary life. These lessons include but not limited to: building resumes, cover letters, practicing interview questions, building relationships, balancing checkbooks and checking accounts, interest versus outstanding balance, applying for college and scholarships, completing the FSAFA, and elective teachers will work with each student on social and emotional health.		Jenni May	06/10/2022
<i>Notes:</i> Elective teachers met on September 2nd, 2021 to determine which post-secondary life lessons will be taught throughout the school. Currently, the elective teachers are using the resources found in "When I Grow Up" and the CTE career notebook.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Uwharrie Ridge Six Twelve has built an MTSS team comprised of one member from each grade level for the 2021-2022 school year. Uwharrie Ridge Six Twelve has implemented a school-wide MTSS plan focused on core instruction.	Limited Development 09/03/2021		
<i>How it will look when fully met:</i>		When fully implemented, the MTSS team will effectively use student data to provide ongoing tiered instruction. The team will move students up and down tiers as needed. Data will be regularly monitored, and this will be a fluid process to help students in all capacities.		Ashley Bullington	06/10/2022
Actions			0 of 2 (0%)		
	9/3/21	Continue to grow and learn as an MTSS team at the district and the school.		Ashley Bullington	06/10/2022
<i>Notes:</i>					
	9/3/21	School-wide MTSS data will be review by the team at monthly meetings. During this time the team will discuss interventions and strategies for teachers to work with students who are not reaching content mastery.		Beth Roberts	06/22/2022
<i>Notes:</i>		The MTSS team meets on the fourth Tuesday of every month.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	KEY A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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	Limited Development 09/06/2016		

	<p>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.</p>			
How it will look when fully met:	<p>The Multi-Tiered Systems of Support Process is a method of documenting student progress in response to interventions in the regular education program, prior to identification of the need for additional services offered through the special education program. When fully implemented the educators will provide high-quality, research-based instructional interventions based on student need, and will monitor student progress frequently to determine the effectiveness of interventions. Educators will also adjust regular education instruction and interventions based on student performance data. Students will receive more individualized education in the regular education setting before being referred to Special Education, to ensure that all students are educated in the Least Restrictive Educational Environment.</p>		Ashley Bullington	06/09/2023
Actions		3 of 7 (43%)		
9/2/18	<p>By the end of the 2019-2020 school year, in order to be fully prepared for the elimination of the "ability vs. achievement discrepancy" model used to identify students with learning difficulties, students who are at-risk for failing and are not already identified as having a learning or other disability (an identified need for Level/Tier 3 interventions), will have been provided with a consistent block of time during the school day during which to receive academic remediation interventions provided by regular classroom teachers either individually, or with groups of peers, based on students' needs. These interventions can be developed with the assistance of special education teachers.</p>	Complete 06/09/2020	Adrian Greene	06/09/2019
<i>Notes:</i> SLD Criteria Data Mapping provided by Adrian Greene				
1/31/19	<p>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.</p>	Complete 08/30/2021	Jennifer Cash	06/11/2021
<i>Notes:</i> 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
<i>Notes:</i> 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.		Valerie Stover	06/10/2022
<i>Notes:</i>				
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.		Reshea Smith	06/10/2022
<i>Notes:</i>				
1/31/19	Administration will establish schedules that allow for i-Ready online math and reading Instruction, striving to give students access to 45 minutes of differentiated instruction per week.		Brian Hill	06/10/2022
<i>Notes:</i>				
10/4/17	Our school will continue to improve existing MTSS processes through continued professional development and support from the district MTSS team. Educators will use "Level/Tier 1 teaching practices which include differentiated instruction to ensure all students have equal access to learning. Educators will use data to identify students who appear to have a discrepancy between their ability level and their achievement on classroom work. These students will be referred to the school-based MTSS team to begin Level/Tier 2 strategies for intervention tailored to their needs based on the reviewed data. These interventions will occur in the regular classroom setting with the classroom teacher being charged with identifying areas of academic weakness for the student, and using professional expertise to tailor lessons, activities, modifications, review and re-teaching strategies for students who demonstrate poor performance on academic tasks.		Ashley Bullington	06/09/2023
<i>Notes:</i> Laurie Svopole will guide the administration team and the lead teacher				

on implementing MTSS school-wide. This meeting will take place on 9/25/19.

Professional Development was conducted by Laurie Sypole on March 3rd about differentiating the core.

On April 6th, 2021 Uwharrie Ridge implemented a school-wide MTSS procedure for middle school and high school enrichment. The details of the MTSS plan can be found in the evidence folder.

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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 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.		Cyndi Godfrey	06/10/2022
<i>Actions</i>			1 of 3 (33%)		
	10/4/17	Staff development provided by the appropriate resources so that all staff is able to recognize students' emotional needs, understand positive behavior response strategies, effectively utilize referral processes & resolve classroom discipline issues upon student reentry to the learning environment. Staff development may include understanding of poverty & its academic & emotional effects, students with disabilities, Positive Behavior Intervention Strategies (PBIS), & best practices for working with students with unique emotional needs.	Complete 06/01/2019	Laura Popp	06/01/2019
<i>Notes:</i>					
	9/2/18	Timberwolf compliment cards will be sent monthly to recognize the effort and achievement of select students.		Brian Hill	06/10/2022

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.			Laura Popp	06/10/2022	
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 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.			Cyndi Godfrey	06/09/2023
Actions				0 of 6 (0%)		
10/4/17	School Leadership Team and staff will continue to recruit prospective high school students and provide competitive choices for high school pathways.				Sarah Moore	06/10/2022
Notes:						
9/2/18	School Improvement Team will review the transition steps and adjust/add additional steps to support students during transitions from				Lora Hill	06/10/2022

	grade-to-grade and level-to-level.			
	<i>Notes:</i>			
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.		Cyndi Godfrey	06/10/2022
	<i>Notes:</i> 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	Both individual and small group information sessions will be held throughout the year with high school students and rising high school students in order to inform them about opportunities to take college classes at RCC during high school. Sessions also include one on one support for students actively enrolled in these courses.		Lora Hill	06/10/2022
	<i>Notes:</i>			
9/16/19	Class meetings will be held to provide information and resources regarding the Pre-ACT, ACT, PSAT, and SAT.		Cyndi Godfrey	06/10/2022
	<i>Notes:</i> 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.)			
9/16/19	Class meetings will be held at the beginning of each semester with the administration to discuss norms and expectations.		Brian Hill	06/10/2022
	<i>Notes:</i> 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.			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>B1.01: The LEA has an LEA Support and Improvement Team</p> <p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction</p> <p>Cathy Waddell, Secondary Education/ESL</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of Middle Schools and Continuous Improvement</p> <p>David Cross, Director of CTE</p>	Full Implementation 09/09/2020		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>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 Professional Learning Teams (PLT's) 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.</p>	Limited Development 09/06/2016		

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 documentation, SIT election results.		Brian Hill	06/10/2022
Actions		2 of 4 (50%)		
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
<i>Notes:</i>				
10/4/17	An election process will be put in place in which members of the SIT are chosen by the teachers in each department.	Complete 08/10/2020	Laura Popp	08/17/2020
<i>Notes:</i> 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.		Betsy Morris	06/10/2022
<i>Notes:</i> 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.		Adrian Greene	06/10/2022
<i>Notes:</i> Agendas and meeting minutes are uploaded monthly.				

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	Limited Development 09/06/2016		

	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.			
	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.		Ashley Bullington	06/10/2022
Actions		4 of 5 (80%)		
9/29/16	Create a schedule that allows for regular vertical planning times throughout the school year.	Complete 05/25/2018	Larry Hill	12/08/2017
	<p><i>Notes:</i> (2016-2017) Document is uploaded to reflect the days that are protected after school for teachers to meet vertically and by subject area.</p> <p>(2017-2018) We feel that this action was no longer needed this school year since 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.</p>			
9/30/16	A grade level Professional Learning Team (PLT) schedule will be created to structure weekly grade level meetings. Teachers will be able to meet at least once a week in order to plan across the grade level and subject area to meet the needs of students.	Complete 05/25/2018	Larry Hill	05/25/2018
	<p><i>Notes:</i> (2016-2017) Weekly Professional Learning Team (PLT) time for teachers has been developed and worked into the regular daily schedule. When viewing the daily bell schedule, times when a grade level has Physical</p>			

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
<p><i>Notes:</i> (2016-2017) The duty roster must ensure all necessary areas of Uwharrie Middle School are supervised during the morning arrival, transitions and afternoon dismissal. Adequate supervision is also necessary in the cafeteria during lunches. However, instructional planning time for each teacher must be protected.</p>				
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
<p><i>Notes:</i> (2016-2017) Document was uploaded to reflect a new schedule for 2017-18 school year. Minutes from Professional Learning Teams (PLT's) will be used as documentation of PLT success.</p> <p>(2019-2020) Professional Learning Teams (PLT's) schedule uploaded.</p> <p>The updated master schedule with complete separation of middle school and high school core subjects has been uploaded to the evidence folder.</p> <p>The 2020-2021/2021-2022 PLT schedule has been uploaded to the evidence folder.</p>				
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.		Ashley Bullington	06/10/2022
<p><i>Notes:</i> 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</p>				

2022-2023 school year.

Implementation:		09/16/2019		
Evidence	<p>7/10/2017 Documents have been uploaded to reflect implementation.</p> <p>5/25/2018 We have uploaded samples of the master schedule to reflect common planning times and scheduled Professional Learning Teams (PLTs). Samples of minutes and agendas from PLTs have been uploaded as well to reflect this regularity that teachers met. Teachers also began to meet less formally outside of the scheduled time.</p>			
Experience	<p>7/10/2017 This was difficult to pursue in regards to developing a schedule for the 2017-18 school year that met all the needs of our staff and students. Due to the small size of our school during the course of the 2016-17 school year, it was difficult to find time for teachers to work together and plan together during the school day. Many teachers have after school responsibilities. Also we only have one teacher in each grade level core subject which also made it difficult to have true Professional Learning Teams.</p> <p>5/25/2018 This indicator has been a major focus for our school. Seeing the progress of our teachers and how quickly and positively they have adapted to the common planning time has been remarkable. The teachers requested this time be protected as much as possible in future school years and it is a major component of our plan for the 2018-19 school year.</p>			
Sustainability	<p>7/10/2017 We will need to continue to make Professional Learning Teams (PLT) a focus for the school. With renewed PLT's teachers will be able to co-plan and work together for the benefit of their students.</p> <p>5/25/2018 We have made it a priority to protect common planning times next 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.</p>			

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 through 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	06/10/2022
Actions		2 of 4 (50%)		
9/29/16	A schedule will be created with regular meetings of the administration team (principal, assistant principal, lead teacher) to analyze trends and best practices observed during walkthroughs. Findings will be shared with the faculty through staff meetings and/or PLTs.	Complete 06/29/2017	Anthony Grosch	05/25/2017
<i>Notes:</i> (2016-2017) This schedule was created for meeting dates for administration and the lead teacher to discuss classroom observations and teacher trends before providing feedback via Professional Learning Teams and staff meetings.				
10/3/17	Observation schedule created to properly plan out the formal observation process for all teachers throughout the 2017-18 school year. Observations will be scheduled for all certified staff members and completed by the administration.	Complete 05/25/2018	Anthony Grosch	05/25/2018
<i>Notes:</i> 5/25/2018 A schedule is uploaded to reflect calendar created for observations throughout the school year. The observations are completed by administration and also beginning teachers are given a peer observation by a veteran and respected staff member.				
9/26/16	Informal observations will occur daily. The administration will provide quick and timely feedback to teachers about lessons observed during the observations.		Brian Hill	06/10/2022
<i>Notes:</i>				
9/26/16	An observation schedule will be created to properly plan out the formal observation process for all teachers throughout the school year. Observations will be scheduled for all certified staff members and		Brian Hill	06/10/2022

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

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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		Brian Hill	06/10/2022

	professional development.			
Actions		0 of 3 (0%)		
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.		Brian Hill	06/10/2022
<i>Notes:</i>				
9/2/18	All teachers will use classroom data to align lesson plans toward individual student needs and to form enrichment/remediation groups that address the needs of individual student performance.		Angela Combs	06/10/2022
<i>Notes:</i>				
9/2/18	Teachers will use Professional Learning Communities to plan instruction based on the performance data.		Jennifer Cash	06/10/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>Recruiting</p> <ul style="list-style-type: none"> • Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). • 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. <p>Evaluating</p> <ul style="list-style-type: none"> • All BT and new employees are trained on the NC Teacher Evaluation Model. 	Full Implementation 10/02/2020		

	<ul style="list-style-type: none"> • School and District level walkthroughs occur throughout the school year. • The LEA follows district and state guidelines/laws. • HR meets with principals to review staffing plans. <p>Rewarding</p> <ul style="list-style-type: none"> • Pride Pens • Star 3 Recognitions • BT of the Year • Teacher of the Year • Distinguished Educator • Outstanding Employee • Retirement Banquet • Bus Driver Award • Custodian Award • Recognition on Social Media <p>Replacing</p> <ul style="list-style-type: none"> • Recruitment plan • Value/utilize retirees • HR interview/recommendation guidelines 			
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Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Uwharrie Ridge communicates regularly with all stakeholders in a variety of ways. Currently, our communication efforts include the following: AlertNow, Peachjar, social media, district, school, and teacher web pages, PowerSchool parent portal, timberwolf compliment postcards, Canvas, phone calls, and emails.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>			When fully implemented the school will have open communication between the school and parents to increase the parent's understanding		Brian Hill	06/09/2023

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.

Actions		0 of 5 (0%)		
10/4/17	Classroom teachers and staff will communicate with parents and students on a regular basis via phone calls, emails, the Remind 101 app, Class Dojo, and Canvas		Jennifer Cash	06/10/2022
<i>Notes:</i>				
9/7/18	The school will create and maintain an Instagram and Facebook account to communicate with the community and celebrate our school.		Brian Hill	06/10/2022
<i>Notes:</i>				
9/16/19	Teachers will develop teacher webpages that include information about content and ways to contact each teacher.		Betsy Morris	06/09/2023
<i>Notes:</i> 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.		Jenni May	06/09/2023
<i>Notes:</i>				
9/16/19	Every student will have the opportunity to share and celebrate their work via social media and the school homepage		Laura Popp	06/09/2023
<i>Notes:</i>				



School: Uwharrie Ridge 6-12

School Year: 2021-2022

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	Laura Popp		
Lead Teacher	Ashley Bullington		
Media Specialist	Betsy Morris		
9-12 High School Team	Angela Combs		
6 th Grade Team	Madison Edwards		
7 th Grade Team	Jennifer Cash		
8 th Grade Team	Taylor Callicutt		
6-12 Elective Teacher	Elizabeth Cox		
6-12 Elective Teacher	Jenni May		
6-12 EC Teacher	Adrian Greene		
Guidance Counselor	Cyndi Godfrey		
CDC	Lora Hill		
Parent Representative	Katie Hogan		



NCStar/SIP Mandatory Components

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

School Year: **2021-2022**

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.

During the 2021-2022 school year, students will eat lunch in the classrooms due to COVID-19 restrictions. Once restrictions are lifted the following will apply: 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 waiver 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 Uwharrie. 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. Our school counselor meets with eighth grade students planning to stay at Uwharrie 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 not staying at Uwharrie Ridge for high school to visit Southwestern Randolph High School if they are interested. If COVID restrictions are still in place then all tours will be virtual.