

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

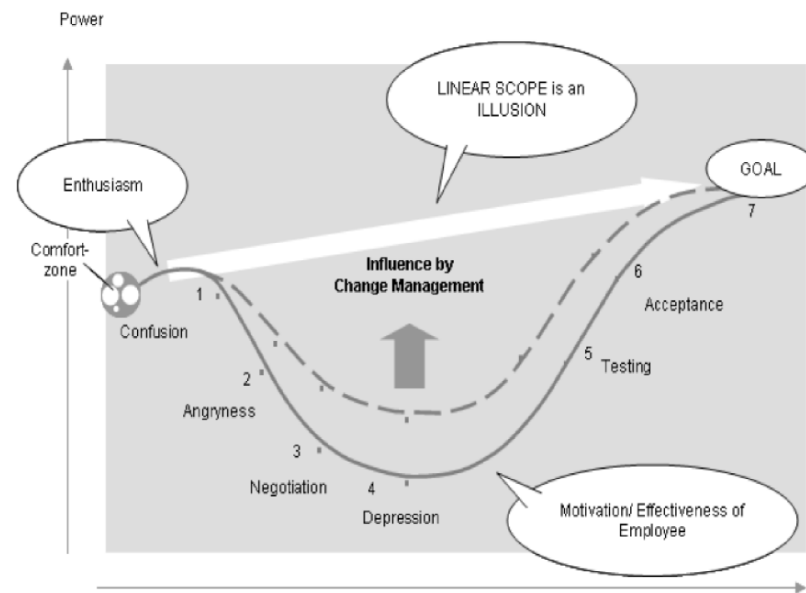
To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Uwharrie Charter Academy	Uwharrie Charter Academy	76A	2015-2016
Principal Name (or Designee)	Heather Soja	Principal Name (or Designee) Email	heather_soja@uwharriecharter.org
School Mission	Uwharrie Charter Academy will exist to provide a truly rigorous pathway to college and career readiness; to afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning; to imbue the curriculum with STEM focused content through problem-based learning,		
School Vision	Uwharrie Charter Academy will graduate students who understand the importance of critical thinking, problem solving, responsible citizenship, and clear communication so that they are prepared for the world of work and/or higher education.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p><i>Analysis of Uwharrie Charter Academy's data indicates that missing data points, EOC results, and challenges to Math I instruction and assessment are primary to understanding the school's designation as "low performing." All of Uwharrie Charter Academy's stakeholders are committed to improvement. Our future goals and current modifications will ensure meeting or exceeding expected growth in the coming academic terms. However, a primary challenge to UCA's current data situation and subsequently the ability to "meet expected growth" is because of the current lack of data available. This deficiency in data is directly related to the school's relatively short history to date. With an opening date of 2013 for grades 9 and 10, the addition of grade 11 in 2014, and then grades 6 through 8 and the school's first graduation cohort, the class of 2016, added in 2015, legacy data simply does not yet exist. The data currently available are from two years on two tests: Math I and English II, and one year for Biology.</i></p> <p><i>Furthermore and in addition to UCA's relatively new formation, the flexibility of charter schools promotes great diversity. The school has enrolled students from eight other school systems. Practically, this means that students have had varied past experiences of teaching styles, rigor, and performance expectations. While from a long term perspective, this indicates UCA's competitive and committed environment for learning, but in the short term – as a high-quality teaching staff is cultivated and supported, and as students become acclimated to this high standard – this translates to a dip in performance that will not remain constant. This problem is highlighted in K-12 (1995-2002) in Pennsylvania (2010) management for educational change model (page 10).</i></p>			

School Plan for Improvement



School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Uwharrie Charter Academy	Uwharrie Charter Academy	76A	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Fifty-eight percent of students will score as proficient or above on the Math I EOC.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Fifty-eight percent of students will score as proficient or above on the Math I EOC.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Ongoing	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>Sixty-two percent of students will score as proficient or above on the Biology EOC.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Sixty-two percent of students will score as proficient or above on the Biology EOC.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Ongoing	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>In terms of School Accountability Growth, UCA aims to <u>meet</u> expected growth (within the range of -2 to 2) by the 2016-2017 school year while maintaining a longterm goal of <u>exceeding</u> expected growth (in the range of 2 or more).</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	To meet or exceed growth for the school's overall EVAAS Growth Status.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Ongoing	

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District Name:	School Name:	School Code:	Year:
Uwharrie Charter Academy	Uwharrie Charter Academy	76A	2015-2016
GOAL #1:	<i>Fifty-eight percent of students will score as proficient or above on the Math I EOC.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Math I teachers will develop a climate of collaboration in order to plan, to pace, and to chart student improvement.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Friday afternoons from 2:15-3:15 will be protected time for Professional Learning Communities to meet. (2) Teachers meet weekly in Professional Learning Communities to plan effective lessons designed for Standard mastery and to design appropriate assessments. (3) Each math teacher will share resources through Google classroom. (4) High school</i>		
	Evidence: (Identify documents and artifacts)	Uwharrie Charter Academy Employee Partner Handbook, established PLC norms, PLC Minutes, Common Core Standards, Google Classroom, Lesson Plans, Pacing Guide, formative	
	Person(s) Responsible:	Math I teachers will keep minutes from PLC meetings and turn them in to the Chief Curriculum Officer before leaving on Fridays. Each teacher is responsible for updating his/her	
	Timeline:	PLCs have met weekly since school began. Benchmark data is analyzed quarterly.	
	Budget Amount: (if applicable)	\$1,000.00	Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Math I teachers will analyze data for growth.</i>		
Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Each teacher will analyze EVAAS performance data for individual students. (2) Teachers will create a spreadsheet with EVAAS data as well as benchmark data to determine students' progress. (3) Reteach Standards using different techniques that reveal proficiency deficits. (4) Formative assessments will be utilized to inform instruction.</i>		
	Evidence: (Identify documents and artifacts)	EVAAS data, cumulative folders, student improvement tracking chart, progress reports, report cards, benchmark data, formative assessments, summative assessments, lesson plans	
	Person(s) Responsible:	Each teacher will access students' EVAAS data to create a baseline for each student and to establish goals. Each teacher will record data on the student tracking chart for evaluation.	
	Timeline:	Analyze EVAAS data when it becomes available, benchmark data is collected quarterly, every six weeks (report cards released), PLCs meet weekly	
	Budget Amount: (if applicable)	\$1,000.00	Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>The math department will create intervention and enrichment opportunities.</i>		

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Progress:	Progress Monitoring Status:	Nov-15		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Math I teachers will identify students who need support and reach out to their parents to inform them of intervention opportunities and to offer direction in how to help the child at home. (2) The math department will discuss and plan before and</i>			
	Evidence: (Identify documents and artifacts)	Parent contact logs, benchmark data, tutoring attendance logs, student performance tracking chart, PLC minutes		
	Person(s) Responsible:	Math I teachers will identify students who need additional support.		
	Timeline:	Tutoring held weekly. Math teachers who offer tutoring will reach out to parents routinely to give them progress reports.		
	Budget Amount: (if applicable)	\$1,000.00	Budget Source: (if applicable)	Local funds

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District Name:	School Name:	School Code:	Year:
Uwharrie Charter Academy	Uwharrie Charter Academy	76A	2015-2016
GOAL #2:	<i>Sixty-two percent of students will score as proficient or above on the Biology EOC.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Collaboration and effective teaching strategies will be emphasized.</i>		
Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Biology teachers will meet in PLCs weekly to plan and strategize. (2) Biology teachers will observe their peers and master teachers to develop an arsenal of effective teaching strategies. (3) Information from professional development on modeling will be shared with biology teachers. (4) Biology teachers will create a Google doc or wiki as a clearinghouse of resources and</i>		
	Evidence: (Identify documents and artifacts)	PLC minutes; Curriculum Clips (observation tool); Modeling videos, notes, lesson plans, units; Google doc or wiki; labs; student work samples.	
	Person(s) Responsible:	Biology teachers will turn in weekly PLC notes. Chief Curriculum Officer will identify master teachers among the faculty for observation purposes. Biology teachers will be required to	
	Timeline:	Teachers have been meeting in PLCs each Friday afternoon since the beginning of the school year. A list of master teachers has been developed for observations by the Chief Curriculum	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Biology teachers will analyze data to determine growth.</i>		
Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Biology teachers will collaborate with the purpose of determining effective formative assessments. (2) Biology teachers will create a student performance chart so that each student's progress will be tracked. (3) Biology teachers will use EVAAS data to identify students who may need interventions in the form of either remediation or enrichment. (4) Using assessment data</i>		
	Evidence: (Identify documents and artifacts)	List of formative assessments; PLC minutes; students performance charts; EVAAS data; grades i.e. classwork grades, progress reports, report cards; tutoring schedules and logs;	
	Person(s) Responsible:	Administration will create protected time on Friday afternoons for PLC meetings. Biology teachers will create and update students performance charts. Chief Curriculum Officer will	
	Timeline:	Biology teachers have been meeting weekly in PLCs with one topic being effective formative assessments. Student performance charts will be created by the end of November. EVAAS	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>The biology department will create remediation and enrichment opportunities.</i>		

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Progress:	Progress Monitoring Status:	Has begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Biology teachers will have a flexible tutoring schedule. (2) Parents will be informed of the need for their student to attend tutoring and how they can support learning at home. (3) Science focus opportunities will be offered at the school, including</i>			
	Evidence: (Identify documents and artifacts)	Tutoring schedule and log, teacher observations; lesson plans; parent contact logs; club rosters and documented activities; competitions; Flex Day schedule, roster, and descriptions;		
	Person(s) Responsible:	Biology teachers will make themselves available in the mornings before school and after school. Biology teachers will contact parents as needed to report performance. Club sponsors		
	Timeline:	Tutoring is available both mornings and afternoons. Biology teachers will contact parents weekly. Club sponsors have established meeting times. Differentiation strategies will be		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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District Name:	School Name:	School Code:	Year:
Uwharrie Charter Academy	Uwharrie Charter Academy	76A	2015-2016
GOAL #3:	<i>In terms of School Accountability Growth, UCA aims to meet expected growth (within the range of -2 to 2) by the 2016-2017 school year while maintaining a longterm goal of exceeding expected growth (in the range of 2 or more).</i>		
Strategy #1: Describe the strategy that will support this goal	<i>UCA will develop a growth mindset culture by cultivating a safe environment for failure .</i>		
Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Administration will share evidence-based scholarship supporting the neuroscience behind developing a growth mindset as this is the preliminary step requisite for any neurocognitive intervention. (2) Faculty meetings will emphasize effort over perfection: teachers are encouraged to take risks, students are encouraged to challenge themselves, and administration supports the mindset</i>		
	Evidence: (Identify documents and artifacts)	Teacher of the year shared You Tube video "10 month old baby learning to walk" with BTs, Rita Pierson TED Talk "Every Child Needs a Champion," Carol Dweck's book <i>Mindset</i> ,	
	Person(s) Responsible:	Administrators will research the growth mindset movement and share ideas with teachers through emails, faculty meetings, and PLC groups. Teachers will develop their own classroom	
	Timeline:	Teacher of the year shared You Tube video "10 month old baby learning to walk" with BTs on August 14. Faculty meetings are held weekly where growth mindset concepts are shared.	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Uwharrie Charter Academy will develop and support relationships with community institutions which support educational endeavors.</i>		
Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) UCA will partner with Isai Robledo from Randolph Community College to recruit students for College and Career Promise (UCA's Soaring Eagles program) and for STEAM-focused careers. (2) Students will participate in the Chamber of Commerce Student L.I.F.T. leadership development program. (3) At-risk students will be encouraged to participate in the Boys and Girls Club of</i>		
	Evidence: (Identify documents and artifacts)	RCC College and Career Promise program PowerPoint, Student L.I.F.T. applications and student projects, Boys and Girls Club roster, Interact Club rosters and community projects,	
	Person(s) Responsible:	Guidance counselor will coordinate with Isai Robledo to schedule meetings with parents and students to inform them of the College and Career Promise (Soaring Eagles) program and	
	Timeline:	College Day for juniors and seniors is scheduled for October 27, and Isai Robledo will meet with parents and students to discuss the College and Career Promise (Soaring Eagles)	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Reduce domain-specific learning barriers via interdisciplinary, experiential, and community-embedded collaboration.</i>		

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Progress:	Progress Monitoring Status:	Has begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>(1) Cross-curricular PLCs as well as vertical planning with the middle grades will strengthen layering of instruction. (2) Flex Days allow students the opportunity to see the relevance in their learning outside the walls of the content-specific subject areas. (3)</i>		
	Evidence: (Identify documents and artifacts)	PLC minutes; Flex Day rosters, including descriptions and photographs; Mini-Mester plans, including agendas and student projects; college readiness plans; certificates and attendance	
	Person(s) Responsible:	High school administration will coordinate with teachers and middle grades administration to schedule planning time. Chief Curriculum Officer will strengthen current Flex Day	
	Timeline:	Vertical planning with middle grades is scheduled for October 30. Flex Days are scheduled for October 29, March 23, April 25, and May 25. College Week for drafting college readiness	
	Budget Amount: (if applicable)		Budget Source: (if applicable)