Comprehensive Progress Report

Mission:

The mission of Union County Early College is to identify at-risk, underrepresented 8th grade students who potentially will not have the opportunity to finish high school or attend college, enroll them in our rigorous and supportive high school environment, and graduate them in five years with a high school diploma and transferrable college credits.

Vision:

The Vision of Union County Early College (UCEC) incorporates three core values, Rigor, Relevance, and Relationship, to provide an environment conducive to positive student-teacher relationships and increasing academic performance for admission to college courses during the first two years. UCEC prepares every student to be ready for college, careers, and life.

Goals:

E1.06 - Improve communication with parents/guardians about the school's expectations and the importance of the curriculum connections from school to home.

C2. 01 - UCEC will regularly review school performance data and classroom performance data to ensure multi-tiered instruction will meet the needs of sub-groups with demonstrated performance gaps, and will identify professional development needs to support sub-group instruction also.

B1.03 - Leadership team will meet regularly to develop continued best practices for review of data, disemination of data analysis to teachers for use in instructional decisions, and to monitor effective best practices that influence learning growth for all students.

A 2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level (5094).

! = 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 teach procedures at the beginning of each semester, and ongoing remind students of expectations. In addition, teachers model what they expect within various types of classroom settings/activities.	Full Implementation 10/22/2019		

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 continued attention to curriculum development is an area of ongoing work within team/PLC conversations at UCEC. PLCs exist within content areas, but also within grade level PLCs to address the whole child progress of our students who are asked to be a student in high school and community college at the same time.	Limited Development 10/22/2019		
How it will look when fully met:		When this objective is fully implemented, the following indicators will be evident: Routine meetings (at least twice per month) of leadership team, and of other decision-making teams. Measures through MTSS to support all learners, those who demonstrate gaps in learning on formative assessments, and those who have demonstrated a gap in standardized testing. Content PLC/department, grade level PLC, and improvement focused objective PLC minutes that detail efforts of student support. Increased student performance on EOC, NCFE, other formal measures, and closed gaps in demonstrated performance. Increased student performance is the desired result of these evidences and implementations. Student performance will be measured ongoing through formative assessments and as each semester ends on standardized testing. In addition, at the end of the year, the desire result is an increase in student overall performance on accountability measures.		Kelly Whitley	05/07/2021
Actions			0 of 4 (0%)		
10/25/19		Refine MTSS support in classroom instruction, study group support, documenting support measures.		Beth Roncone Kelly Whitley	05/08/2021
Notes:					
10/25/19		Hold PLC meetings (content, grade level, focused objectives) to support instructional decision-making and student support ongoing.		Beth Roncone	05/08/2021
Notes:					

				Kelly Whitley	05/08/2021
10/25/19	Review and testing preparations for students in sub-groups demonstrating gaps in specific areas.				
Notes:					
10/25/19	Schedule routine PLC meetings for instructional content and grade level student learning support.			Adrien Porter	11/01/2021
Notes:					

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:		Multi-tiered systems of student support are evident in instructional pracrtices. Collaborative study groups are one form of tier II instruction for students who need additional support in the learning, and those occur daily. Students receive core instruction within the classroom setting and ongoing formative assessments are used to monitor student learning levels and needs. The master schedule supports tiered instruction both in the regular classroom setting and in Study Group Sessions that occur during the school day.	Full Implementation 10/22/2019		
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:		Attention to the whole child characteristics is a strength for every staff member at UCEC. We are small by design and teachers get to know students well and are able to address many well-being supports. Additionally, we have advisory for students every other Friday where one teacher who is assigned to students for their entire program at UCEC meets with students to check progress on work, offer guidance-built lessons, and have relevant current conversations with students in small settings to support the social and emotional growth of students. Moreover, when a student demonstrates a need for intervention support both in general areas and in academic settings, we have a student support team that activates additional structures that help the student.	Full Implementation 10/22/2019		

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:		Beginning with Freshman Bridge, UCEC supports students' transitions in settings and in learning circumstances. Evidence of support includes: Freshman Bridge - a two-day orientation for all freshmen and parents; College Orientation - Sophomores are provided an orientation through partnership with the high school and college to learn necessary first steps to their first college class; College Transition 101 - students take this course as a part of their program that allows them to understand their student roles currently in this program but also as they look toward the future and enrollment in a senior institution. Our grade level PLCs and our student support team also manage various aspects of student transition both in academic workload and in whole child aspects of the school setting and support students in those areas.	Full Implementation 10/22/2019		

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
Initial Assessment:		UCEC has a School Improvement Team and Leadership Team which meets regularly.	Full Implementation 10/22/2019		

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 full Leadership Team has not met twice per month, but has met monthly. Rescheduling meetings and reviewing and revising shared leadership opportunities within the Team will result in substantial support for student learning ongoing. This is one of our identified goals and is one we feel will make an impact on our efforts to meet our common goals for students through focus on effective practices.	Limited Development 10/22/2019		
How it will look when fully met:		When this objective is fully implemented, the following indicators will be evident: Routine meetings (at least twice per month) of leadership team, and of other decision-making teams. Measures through MTSS to support all learners, those who demonstrate gaps in learning on formative assessments, and those who have demonstrated a gap in standardized testing. Content PLC/department, grade level PLC, and improvement focused objective PLC minutes that detail efforts of student support. Increased student performance on EOC, NCFE, other formal measures, and closed gaps in demonstrated performance. Increased student performance is the desired result of these evidences and implementations. Student performance will be measured ongoing through formative assessments and as each semester ends on standardized testing. In addition, at the end of the year, the desire result is an increase in student overall performance on accountability measures.		Kelly Whitley	05/07/2021
Actions			0 of 4 (0%)		
	10/24/19	Schedule routine leadership meetings and focused objective meetings		Adrien Porter	11/15/2020
	Notes:	Monthly meetings are already schedule, but we need to increase our meeting time to support focus and outcomes.			
	10/24/19	Refine MTSS support in classroom instruction, study group support, documenting support measures.		Adrien Porter	05/07/2021

Notes:	Teachers will ongoing and in a daily routine support the multi-tiered needs of students in the classroom and in areas of demonstrated need; monitoring of this throughout school functions will occur twice monthly.				
10/24/19	Schedule and hold PLC meetings (content, grade level, focused objective) support instructional best practice implementation and student support efforts ongoing.			Beth Roncone	05/07/2021
Notes:	Schedule will be completed by October 25, 2019. Meetings to occur and discussions, planning, and implementation of action steps to occur through the end of the school year (and beyond based on continued needs assessment information) and will be measured on or before May 8, 2020.				
10/24/19	Review and testing preparations for students in sub-groups demonstrating gaps in specific areas.			Kelly Whitley	05/07/2021
Notes:	The instructional preparation is an ongoing effort, and as the testing opportunities approach for students, teachers will revisit and support needed areas and needs students demonstrate at that period of time.				

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:		Grade level and content planning is supported by a master schedule that allows for structured planning two times during the day--once prior to school beginning each day and once as assigned during the instructional day. Teachers have duty schedules for the entire year and those duties do not interrupt instructional planning times. Teams have a structure to maintain a record of decision-making processes and a structure by which to communicate among instructional teams, student support teams, and leadership teams.	Full Implementation 10/22/2019		

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 has an established and routine schedule of visiting classrooms to engage in instructional observations and feedback to teachers. The observations include both informal and formal processes and feedback is timely and supportive of professional development and student learning.	Full Implementation 10/22/2019		

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:	While staff at UCEC both individually and as a group review and dissect data of students and the performance on state-mandated tests, this is an area of focus for our school in order to continue to improve practice that will impact our students who have demonstrated the most need through gaps in performance on state test measures as well as ongoing formative measures along the way that can improve learning for students on short- and long-term goals and objectives for learning. Over the past three years, we have implemented a district-designed staff development. We will continue to implement district-designed staff development, but will also implement areas particular to UCEC. Professional development that can be tailored to student needs will continue to be so that we are able to address needs of our students instructionally.	Limited Development 10/22/2019		

| How it will look when fully met: | When this objective is fully implemented, the following indicators will be evident:

Routine review of student performance information through disaggregated analysis of common assessments that include but are not limited to benchmarks or Check-in tests to determine and address student needs.

Content/department, grade level, and focused objective PLCs implement and document research-based practices through 1)a best practice approach and 2)a risk-taking approach as continuous improvement occurs to support student learning measures.

Teacher- and student-informed professional development planning, driven by student outcome data and patterns of professional practice as practice and student performance outcomes relate.

Sharing best practices and results throughout teams and school settings to build capacity.

Increased student performance is the desired result of these evidences and implementations. Student performance will be measured ongoing through formative assessments and as each semester ends on standardized testing. In addition, at the end of the year, the desire result is an increase in student overall performance on accountability measures. | | Tim Adams | 05/07/2021 |
|---|---|---|---|---|
| **Actions** | | **0 of 4 (0%)** | | |
| 10/24/19 | Disaggregated analysis of student data on common assessments, benchmarks, Check-ins, etc. to determine and address student needs. | | Tim Adams | 05/07/2021 |
| Notes: | This is an ongoing process for teachers, but will be monitored twice monthly. | | | |
| 10/24/19 | Content/department, grade level, and focused objective PLCs implement and document research-based practices to support student learning through 1)best practices and 2) risk-taking approaches to student learning support. | | Tim Adams | 05/07/2021 |
| Notes: | As PLCs of various focus-types meeting, this action will be a guiding question and process to determine best next instructional steps for content and grade level supports. | | | |

10/24/19	Professional development planning that is student-need and teacher-practice informed.		Tim Adams	05/07/2021
Notes:	This will occur as an ongoing conversation and support, but thorough planning and implementation of needs-based plans will take time and therefore be measured three times per year.			
10/24/19	Sharing best practices and results.		Tim Adams	05/07/2021
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:		UCEC has an established plan for recruiting and retaining teachers. In addition, the evaluation system is in place and adhered to as a support for teachers ongoing during their tenure at UCEC. When a teacher leaves UCEC, the process for replacement follows the system's protocol for recruiting and hiring.	Full Implementation 10/22/2019		

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:	Currently, we communicate well with parents from a school and classroom standpoint. We share information with them about the curriculum and the programming offered and implemented at UCEC. Involvement of parents is an identified area of improvement for UCEC as we want to allow for more parent involvement in our curricular and extra-curricular activities that make up the total experience for the students.	Limited Development 10/22/2019		
How it will look when fully met:	When this objective is fully implemented, the following indicators will be evident: Scheduled routine parent engagement events to provide information to parents about our program ongoing. Increased representation on site-based teams for both site-based/school improvement and events/volunteering. Scheduled routine parent education events to support parents of first-generation college students. Student showcase of learning events to engage and emphasize the importance of learning and necessary aspects of home-school connections. Increased student performance is the desired result of these evidences and implementations. Student performance will be measured ongoing through formative assessments and as each semester ends on standardized testing. In addition, at the end of the year, the desire result is an increase in student overall performance on accountability measures.		Jeslyn McFadden	05/07/2021
Actions		0 of 4 (0%)		
10/24/19	Schedule routine parent engagement events - information sessions.		Jeslyn McFadden	11/15/2020
	Notes:			

10/24/19	Increase parent volunteer opportunities and representation on site-based teams.		Adrien Porter	05/07/2021
Notes:	This is an ongoing goal, but will be monitored three times throughout the year.			
10/24/19	Schedule parent education nights (ESL, college aspects).		Jeslyn McFadden	05/07/2021
Notes:	This effort will be ongoing, but will be monitored three times per year.			
10/24/19	Implement a student showcase event - students and student groups to showcase learning accomplishments throughout the course work.		Jeslyn McFadden	05/07/2021
Notes:	The support for students in collecting evidences of learning accomplishments will occur throughout the year, but the showcase will be once per year. Monitoring ongoing for this accomplishment and evidences marked at the year-end point.			