

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, dissemination 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).
- A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.
- A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.
- A4.10 The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
- D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.



Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have begun Cyclone time. Any student that has below an 80 in one of their courses must attend a mandatory study once a week. Our Math tutor has just started and we will be adding another tutor for support.	Limited Development 09/20/2023		
How it will look when fully met:		Students will receive the supports they need to be successful in all of their classes.		Victoria Lashley	05/09/2025
Actions			0 of 1 (0%)		
	3/14/24	Admin will create a weekly grade level reporting system to monitor students who are below a grade of an 80. Teachers will work with students during Cyclone time who are not performing well in their class. Counselors will provide intervention with student/parent meetings.		Victoria Lashley	05/09/2025
Notes:					
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School renovations have been completed, UCEC is working on school branding and updated hallways. Teachers are required to greet students at their classroom doors.	Limited Development 09/20/2023		
How it will look when fully met:		Students attend a school that is welcoming and inviting where they are safe and feel comfortable bringing issues to a trusted adult on staff.		Randy Mann	05/09/2025
Actions			0 of 1 (0%)		
	3/14/24	Students enter UCEC with a Summer Bridge program and then the first few weeks of the semester are engaged in teambuilding activities. Throughout the year students are engaged in teambuilding fun and games. Conduct student safety assemblies, monitor and track safety behaviors.		Randy Mann	05/09/2025
Notes:					

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Everyday we have morning announcements, have begun to recognize students monthly and are moving towards improving our hallways and student competitions.	Limited Development 09/20/2023		
<i>How it will look when fully met:</i>		We will have implemented with fidelity school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.		Greta Meissner	05/09/2025
Actions			0 of 1 (0%)		
	3/14/24	Am announcements have positive messages, students are recognized for positive behavior.		Greta Meissner	05/09/2025
<i>Notes:</i>					

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our counselors will assist teachers to reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.		Limited Development 09/20/2023		
	Priority Score: 2 Opportunity Score: 3		Index Score: 6		
<i>How it will look when fully met:</i>	Students and staff will have created a positive learning environment where all students have built relationships, social skills and are respected.			Jeslyn McFadden	05/09/2025
Actions			0 of 1 (0%)		
3/14/24	At the start of the year all homeroom teachers completed various activities to create a welcoming environment. On a daily basis teachers are reinforcing positive social skills, self respect & building positive relationships and responsibility. In PLC's teachers will discuss student relationships and holding students responsible.			Jeslyn McFadden	05/09/2025
<i>Notes:</i>					
Implementation:			04/17/2024		
Evidence	4/17/2024 Teachers used educator's handbook to write up any behavior issues so that admin could address them. They also reported any concerns to admin and/or school counselors.				
Experience	4/17/2024 Teachers had monthly PLC meetings to discuss student progress, how to help students and to collaborate as a team.				
Sustainability	4/17/2024 Teachers will continue to PLC next year to ensure equity amongst all levels as well as differentiation. Teachers will need to continue making parent contact.				