



2018-19 & 2019-20 Union County Early College School Improvement Plan

Contact Information

School	Union County Early College	Date Prepared by Committee	October 8, 2018
Address	4209-A Old Charlotte Highway Monroe, NC 28110	Date Approved by School	October 8, 2018
		Phone Number	704-290-1565
School Website	https://www.ucps.k12.nc.us/Domain/48	Fax Number	704-282-0956
Principal	Dr. Stephanie McManus	Superintendent	Dr. Andrew Houlihan

School Improvement Team

Committee Position	Name	Email	Date Elected
Principal	<i>Dr. Stephanie McManus</i>	Stephanie.mcmanus@ucps.k12.nc.us	
Assistant Principal Representative	<i>Dr. Roger Ashford</i>	Roger.ashford@ucps.k12.nc.us	
Teacher Representative / Chair	<i>Mrs. Beth Roncone</i>	Beth.roncone@ucps.k12.nc.us	7-31-2018
Instructional Support Representative			
Instructional Support Representative			
Teacher Assistant Representative			
Teacher Representative	<i>Mrs. Tonya Adams</i>	Tonya.adams@ucps.k12.nc.us	7-31-2018
Teacher Representative	<i>Mr. Ted Gehring</i>	Ted.gehring@ucps.k12.nc.us	7-31-2018
Teacher Representative	<i>Mr. Tim Adams</i>	James.adams@ucps.k12.nc.us	7-31-2018
Teacher Representative			
Teacher Representative			
Humanities Teacher Representative			
Interventionist Representative			
Guidance Representative	<i>Mrs. Jes McFadden</i>	Jeslyn.mcfadden@ucps.k12.nc.us	7-31-2018
ESL Teacher Representative			
EC Teacher Representative			
Parent Representative	<i>Ms Michelle Youngerman</i>	Michelle.youngerman@ucps.k12.nc.us	8-2-2018



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Assessment Data Snapshot

After reviewing the data for Union County Early College, our strengths are listed as follows.

- 100% of our classes are taught by highly qualified teachers (2017-2018).
- Our average teacher experience is seventeen years.
- 50% of our teachers have master's level credentials, or other advanced degrees.
- 50% of our teachers are National Board Certified in their teaching content area.
- 30% of our teachers are certified in multiple content areas.
- 100% of our classrooms are equipped with SMART Technology.
- School performance and growth indicators have reached grade A (A+) for multiple years.
- Students have graduated at 98-100% with a high school diploma for multiple years.
- Students have graduated with an associate's degree and/or transferrable credit in every graduating class.
- Students are involved in both high school and college courses concurrently.
- Students are involved in school clubs and intramurals sponsored by the school.
- Students are involved in Career planning through Career Management and Personal Finance curriculums.
- Students are involved in community service events both individually and as groups.
- UCEC has UCEC's first and only (from 2015 to present) Business Advisory Board that supports students' understanding and opportunity to engage with business and industry leaders ongoing for careers planning.



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Profile

Union County Early College has completed its twelfth year of operation as a Cooperative Innovative High School within North Carolina. Our school serves a population of students from throughout Union County, and our student population is approximately 80% first-generation college attendees per application. In addition, 60% of our population has completed the process for Free/Reduced Meals within the federal guidelines for students.

With nine graduating classes to date, Union County Early College has celebrated a graduation rate of over 90% for each graduating class and has celebrated 100% graduation rate for five of the past nine years graduation cohorts. In addition, an average of 87% of graduating classes achieve both the high school diploma and an associate's degree after program completion. From our graduating classes, an average of 84% attend a four-year university, 14% attend a two-year community college or specialized trade school, and 2% enter the military or the workforce.

For the 2017-18 school year, student performance data indicate that students in Math I met College-Career Ready standards at 83.9% and Grade Level standards at 100%; students in English II met College-Career Ready standards at 94.1% and Grade Level standards at 97.7%; students in Biology met College-Career Ready standards at 84.8% and Grade Level standards at 89.8%. One area of focus for improvement is Biology which has maintained relative levels to prior years, but test readiness is an area of focus. Union County Early College exceeded growth based on the Ready standards overview for performance for schools and showed no significant gaps in performance.



State Board of Education Goals

Goal 1 –	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Goal 2 –	Every student has a personalized education
Goal 3 –	Every student, every day has excellent educators
Goal 4 –	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
Goal 5 –	Every student is healthy, safe, and responsible

UCPS Strategic Themes Aligned to State Board of Education Goals

UCPS Strategic Theme	EXPAND opportunities and support all levels for college and career readiness
Supports SBE Goal 1	<ul style="list-style-type: none"> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
UCPS Strategic Theme	ENHANCE academic programs to meet the needs of all students
Supports SBE Goal 2	<ul style="list-style-type: none"> Every student has a personalized education
UCPS Strategic Theme	SUPPORT and develop UCPS employees
Supports SBE Goal 3	<ul style="list-style-type: none"> Every student, every day has excellent educators
UCPS Strategic Theme	ENGAGE parents and community
Supports SBE Goal 4	<ul style="list-style-type: none"> Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators
UCPS Strategic Theme	FOSTER positive learning experiences for all students
Supports SBE Goal 5	<ul style="list-style-type: none"> Every student is healthy, safe, and responsible



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Vision Statement

District: Prepare students to be successful, productive, contributing members of our global society.

School: Union County Early College (UCEC) provides an environment conducive to increasing academic performance as students complete both a high school and college transfer pathway (associate's degree) built on the rigor, relevance and relationships within the school setting.

Mission Statement

District: Preparing all students to succeed is the mission of Union County Public Schools.

School: Union County Early College's (UCEC) mission is to identify at-risk, underrepresented 8th grade students who potentially would not have the opportunity to attend college, enroll them in our rigorous and supportive high school environment, and graduate them in five years with both a high school diploma and transferrable credit for college (including the opportunity to gain an associate's degree).

Shared Beliefs

- All children can learn.
- Highly qualified dedicated staff impacts learning.
- Professional development and collaboration is key to growth.
- Rigorous instruction in schools supports student learning.
- Positive and supportive school climate is crucial for all students to be successful.
- Preparation for college, careers, and life processes is important for every child in the school setting.
- Celebration of success breeds success.

Priority Goals

- 1) Engage students in Tier One Core Instruction to ensure achievement of learning objectives.
- 2) Continue to refine and implement policies and procedures ensuring that each student is well-known by at least one adult advocate who supports the student's educational experience.
- 3) Continue to refine and implement a multi-tiered system of support (MTSS).
- 4) Engage with instructional coach from RTI to develop and implement common best practices for early college high school instruction.

EmpowerED Implementation Plan
AdvancED Improvement Priority #1

Priority Goal #1:	<i>Identify and implement specific research-based instructional strategies that enhance academic rigor, encourage student creativity, and emphasize collaborative problem-solving to improve achievement of all students.</i>
Supports District Strategic Themes/Objectives:	<ul style="list-style-type: none"> • Provide equitable high quality core instruction to all students to create independent learners • Provide differentiated, relevant training opportunities for all employees
Supports State Goals:	<ul style="list-style-type: none"> • Every student has a personalized education • Every student, every day has excellent educators
Data and Resources Used:	TIM Teacher DLCs Administrator DLCs EmpowerED Framework EOC and NCFE results; advisory data; high school/college course success rates; student needs

Strategies	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> • Action Step • PD Action Step • Reflection/Evaluation Action Step 	Stephanie McManus Principal	Implementation of instructional practices Evidence of increased student achievement	Staff development funding Materials from coaches on continued best practices (for professional learning and utilization)	August 2018 – June 2020 Measured each semester and at year-end

<p>Strategy 2: Teacher use of system benchmark data for continued conversation of areas of need for student support</p>	<p>Each department chair Coaches as needed</p>	<p>Benchmark data Achievement data from EOC and NCFE</p>	<p>General funding Instructional funding</p>	<p>August 2018 to June 2020 Measured by semester and at year-end</p>
<p>Strategy 3: Conduct cohort seminars for students to focus on educational preparation steps</p>	<p>Counselors Career Development Counselor Careers Teacher</p>	<p>Materials Student engagement in college-career preparation activities</p>	<p>Instructional Funding CTE Funding General Funding</p>	<p>August 2018 to June 2020 Measured by semester and at year-end</p>

AdvancED Opportunity for Improvement #2

Priority Goal #2:	<i>Design and implement system-wide programs to enhance opportunities for all students to identify career goals and plan for their future.</i>
Supports District Strategic Theme/Objective:	<ul style="list-style-type: none"> EXPAND opportunities and support all levels for college and career readiness
Supports State Goals:	<ul style="list-style-type: none"> Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Data and Resources Used:	Naviance Student survey data on interests and self-identified needs for college and career planning.

Strategies	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
<p>Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:</p> <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 				
<p>Strategy 1: In every grade (9-11) students will take a college visit that is facilitated by UCEC.</p>	Stephanie McManus Counselors	College trip accomplishments	Funding support for student financial needs regarding trips General Early College funding	Each year –Year-end accounting of trip success

UCPS

UNION COUNTY PUBLIC SCHOOLS

<p>Strategy 2: All students will complete their grade level activities on the UCPS Naviance Scope and Sequence for 2018-19.</p>	<p>School Naviance Leadership Team</p>	<p>Completion rate for each cohort of students</p>	<p>Naviance Time Collaboration opportunity</p>	<p>Year-end account of finished items on scope</p>
<p>Strategy 3: Students will participate in careers exploration in every grade at UCEC and participate in school-based support activities (including guest speakers, demonstrations, field trips) to enhance understanding of career readiness and preparation for that goal.</p>	<p>Counselors Career Development Coordinator Careers Teacher</p>	<p>Student percentage participation</p>	<p>Planning Business partnership resources</p>	<p>Year-end monitoring</p>

EmpowerED Goal #2

Priority Goal #3:	Students work together in an energized culture driven by high expectations while teachers encourage risk-taking and mutual respect.
Supports District Strategic Theme/Objective:	ENHANCE academic programs to meet the needs of all students
Supports State Goal:	SBE Goal 2: Every student has a personalized education
Data and Resources Used:	<i>Tier One Instructional practices</i> <i>EOC and NCFE data</i> <i>Subgroup data</i>

Strategies	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include: <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 	Stephanie McManus (PD) Teachers Implementation in the classrooms	Student engagement Student learning increases	Books for book study Time Planning materials	Book study finished by March 2019

<p>Strategy 2: Teachers will implement Tier One/EmpowerED strategies in classroom practices to support student-centered learning</p>	<p>Teachers PLCs</p>	<p>Student increase performance on various instructional measures</p>	<p>Time for planning and collaboration General and instructional funding</p>	<p>August 2018 to June 2020 Measured each semester</p>
<p>Strategy 3: Evaluate effectiveness ongoing of Tier One instructional practices; monitor and adjust as needed to support student learning</p>	<p>Teachers PLCs</p>	<p>Student increase performance on various instructional measures</p>	<p>Time for planning and collaboration General and instructional funding</p>	<p>August 2018 to June 2020 Measured each semester</p>
<p>Strategy 4:</p>				

School-based Goal

Priority Goal #4:	Engage Parents and Community in school events and functions of the school program.
Supports District Strategic Theme/Objective:	Engage Parents and Community
Supports State Goals:	Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Data and Resources Used:	<i>Teacher Working Conditions Survey</i> <i>Parent Survey</i> <i>Data on parent attendance at school events</i>

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement. Examples include:	Point Person & Team Members (Name/Title)	Evidence of Success (Measures of Student Impact) *Benchmarks *Progress Monitoring	Resources *Financial - estimated cost/ source *Human *Time *Political	Timeline (Start-End) *BOY Workdays *Early Release Days *Other school-based professional learning
<ul style="list-style-type: none"> • Action Step • PD Action Step • Reflection/Evaluation Action Step 	All staff	Increased attendance	Time for planning Implementation materials	Monthly data from events Year-end analysis of data 2019, 2020

<p>Strategy 2: Survey students on topics of interest and engagement and build opportunities to engage students, parents, and community in programs to support student and parent engagement within the school setting.</p>	<p>All staff</p>	<p>Evidence of increased student and parent participation</p>	<p>General Funding</p>	<p>Monthly data review Year-end analysis of involvement increase 2019 and 2020</p>
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School Improvement Plan Peer Review Form (Year 1 Peer Review #1)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

UCEC SIP contains four goals (not 5) and all components have been reviewed.

Name	<i>Dr. Kim Fisenne</i>	Signature	<i>Dr. Kim Fisenne</i>	Date	10-12-18
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School Improvement Plan Review Form (Year 1 Director Review)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 1 Peer Review #2)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #1)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Director Review)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #2)

	Vision & Mission	Team membership	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State-required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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2018-19 & 2019-20 School Improvement Plan Annual Review (Year 1)

Goals	February 2019 Current Reality & Adjusted Action Steps		June 2019 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2018-19 & 2019-20 School Improvement Plan Annual Review (Year 2)

Goals	February 2020 Current Reality & Adjusted Action Steps		June 2020 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



School Improvement Plan Report

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Plan use of staff development funds?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Plan for use of assessments to monitor student progress?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

Yes <input type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> • Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Stephanie McManus	<i>Stephanie McManus</i>	10-8-18
Assistant Principal Representative	Roger Ashford	<i>Roger Ashford</i>	10-8-18
Teacher Representative	Beth Roncone	<i>Beth Roncone</i>	10-8-18
Teacher Representative	Tonya Adams	<i>Tonya Adams</i>	10-8-18
Teacher Representative	Tim Adams	<i>Tim Adams</i>	10-8-18
Teacher Representative	Ted Gehring	<i>Ted Gehring</i>	10-8-18
Teacher Representative			10-8-18
Teacher Representative			
Instructional Support Representative	Jes McFadden	<i>Jes McFadden</i>	10-8-18
Parent Representative	Michelle Youngerman	<i>Michelle Youngerman</i>	10-8-18
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			