



Our Direction

Uwharrie Charter Academy

Date of Report: 9/23/2021

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.

Values:

“All in for All Eagles!!” “ENGAGE students through experiential learning; EQUIP them to excel in life; and EMPOWER students to effectively lead.”

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 imbed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity; to promote hands-on, project-based learning in all courses; to support the development of 21st century skills integrating the use of technology; to partner with parents so that they understand their role in their child's education; to build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and to promote environmental stewardship including the adoption of green practices in students' everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

Goals:

- District Strategic Goal: A05 Instructional Excellence & Alignment: The district supports a student-centered approach and provides an instructional framework based on learner profiles that inform individualized learning paths and competency based progression in a flexible learning environment.

- District Strategic Goal: B10 Leadership Capacity: The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.
- District Strategic Goal: C08 Professional Capacity: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
- District Strategic Goal: D01 Planning & Operational Effectiveness: The district establishes two way communication channels to encourage transparency, feedback loops, and access to information for families and the community.
- District Strategic Goal: E03 Families & Community: The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

[2019-2020 Needs Assessment.](#)

[2020 Teacher Working Survey](#)

[2020-2021 - Spring Data](#)

[Internal Results Review for 2020-2021](#)

Student Outcome Data:

2018-2019- Scores

HS Proficiency Scores (1st semester, Fall 2019) - English II - 59%, Biology - 42%, Math III - 22%, Math I - 77%

8th Grade Reading EOG- 55% Proficient	8th Grade Math EOG- 42% Proficient
7th Grade Reading EOG- 65% Proficient	7th Grade Math EOG- 63% Proficient
6th Grade Reading EOG- 63% Proficient	6th Grade Math EOG- 60% Proficient
5th Grade Reading EOG- 53% Proficient	5th Grade Math EOG- 65% Proficient
4th Grade Reading EOG- 60% Proficient	4th Grade Math EOG- 55% Proficient
3rd Grade Math EOG- 67% Proficient	3rd Grade Reading EOG- 55% Proficient

2019-2020 Data: No Data Obtained due to COVID-19

2020-2021 Data:

BOG for 3rd graders 13 % proficient; 70 students took the BOG *March 2020 out for COVID

2020-2021 End of Grade/Course:

CCR/GLP

Reading Grade 3 - 32/44.3%	Math Grade 3 - 20.6/41.2%	
Reading Grade 4 - 33.3/46.5%	Math Grade 4 - 25.3/44.4%	
Reading Grade 5 - 22.0/40.2%	Math Grade 5 - 15/35.3%	Science Grade 5 - 38.2/50.4%
Reading Grade 6 - 19/46.2%	Math Grade 6 - 12.1/30.6%	
Reading Grade 7 - 23.9/44.2%	Math Grade 7 - 23.3/39.9%	
Reading Grade 8 - 22.5/51.9%	Math Grade 8 - 12.4/25.5%	Science Grade 8 - 65.8/73.9%
Biology - 26.3/33.6%	English II - 29.7/52.4%	
NC Math 1 - 12.9/39.5%	NC Math 3 - 12/29.6%	

Cohort Graduation Rate:

4 Year - 91.4% 5 Year - 85.4% - however an additional 8 students graduated after summer school

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Each leadership team will address their key indicators within the document based on district goals and the needs of their individual school.

District also reviewed the 2020 Teacher Working Survey, current and past data, and the Needs Assessment when making its decisions.

ES -

A1.06 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer based.

A3.10 All teachers use assessment data and match instruction and supports to individual student needs.

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.

B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.

B2.06 School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.

C1.06 The LEA/school offers an induction program to support new teachers in their first years of teaching.

C2.02 All teachers develop individual professional development plans based on classroom observations and self-assessments.

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

E1.06 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.

MS -

A. 1.06 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.

A 3. 05 - The school assesses each student at least three times each year to determine progress toward standard-based objectives.

A 4. 16 - The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

HS -

A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.

A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

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.

B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff.

B3.06 School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

D2.07 Instructional teams determine which blended learning model is appropriate for the school or individual classroom.

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

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)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

Student support services

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)