

Comprehensive Progress Report

Mission:

Reviewed July 2024, June 2025

Everyone soars with high expectations

Accountable for success

Growing critical thinkers

Lifelong learners

Encourages others in a safe, supportive, and orderly environment.

Updated July 2024

Vision:

Upchurch Elementary School provides an inclusive and supportive environment that nurtures future-ready students to become successful dreamers, thinkers, and achievers prepared for a globally competitive society.

Reviewed June 2025

Goals:

Priority 1 STUDENT SUCCESS: Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. Goal #1: By the end of the 2025-2026 school year, UES will increase the number of students scoring proficient on each Reading, Math, and Science End of Grade test by 10%, as measured by North Carolina's Ready End of Grade assessment. - Reading: Increase from 48.1% to 58.1% -Math: Increase from 53.7% to 63.7% -Science: Increase from 64.1% to 74.1% Goal #2: By the end of the 2024-2025 school year, UES will increase the number of students with disabilities scoring proficient on each Reading, and Math End of Grade test by 10%, as measured by North Carolina's Ready End of Grade assessment. -Reading: Increase from 10.9% to 20.9% (13 students) -Math: Increase from 24.4% to 34.4% (16 students)

Priority 2: Create an environment that fosters the growth of the whole child by nurturing students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments throughout the 2024-2025 school year. Goal #1: By the end of the 2025-2026 school year, UES will increase the percentage of students with a growth mindset by 10%, as measured by the Panorama assessment. Goal #2: By the end of the 2025-2026 school year, UES will increase the percentage of how well students regulate their emotions, by 10%, as measured by the Panorama assessment.



Priority 3: Modern and Innovative Learning Environments and Systems - Create an environment where technology is used to enhance teaching and learning and financial and business systems to provide tailored support to students, parents, and educators. Goal # 1: By the end of the 2025-2026 school year,100% of staff and students will demonstrate understanding and application of research-based, personalized, interactive digital resources such as Canvas, Seesaw, I-Ready, Wonders, Reading Horizons, and mClass, as measured by a rating of proficient or above on NCEES Evaluation STANDARD 4, ELEMENT D: Teachers integrate and utilize technology in their instruction. Goal # 2: By the end of the 2025-2026 school year, UES will improve comprehensive connections within the Upchurch and Hoke County communities to provide educational support for parents on Class Dojo, Reading Horizons, iReady, and other technological equipment that are tailored to increase the skills of all students to be 21st-century, globally-competitive, as measured by parent attendance during SIT meetings.

Priority 4: Recruit, hire, and invest in high-quality and diverse teachers, leaders, and support staff. (considerations: recruitment and retention, equitable access to human capital, professional learning opportunities) Goal #1: By the end of the 2025-2026 school year, UES will increase the percentage of teachers who exceed student academic growth by 10%, as measured by the Education Value-Added Assessment System (EVAAS). Goal#2: By the end of the 2025-2026 school year, UES will increase the number of teachers who feel comfortable raising issues to the administration that are important to them by 10%, through the use of the Relay Graduate School of Education Leadership Program framework for providing strategic support for all teachers, as measured by NCTWCS Retention Question 3.

Priority 5: Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. (considerations: community engagement activities to build staff and family capabilities, networks, understanding, confidence; volunteer, outreach, modes of communication; marketing; partnerships with military, university, community). Goal 1: By the end of the 2024-2025 school year, UES will increase parent satisfaction of school events by 10%, as measured by question 4 on the Title 1 Parent Survey, by providing a variety of events for all students. Goal 2: By the end of the 2024-2025 school year, UES will increase communication with parents and community members by 10%, as measured by as measured by question 4 on the Title 1 Parent Survey.

! = Past Due Objectives KEY = Key Indicator						
Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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:	During the 2017-2018 school year Upchurch participated in professional development on the MTSS model. In 2018-2019 Upchurch will implement MTSS school wide. Our focus will be ensuring that the core instruction is rigorous, relevant, and intentional, with all students engaged in learning. Teachers will differentiate instruction to ensure that all student's needs are met based on evidence from mClass, CFAs, local benchmarks, formative assessment, classroom observations, and teacher input. Once this is determined, we will focus on student response to instructional practices, as opposed to student deficits or failures, and as a team will use the TIPS to identify, address, and resolve the identified weakness. Students will be moved to Tier 2 or Tier 3 as deemed necessary by the MTSS after TIPS has occurred. Through the use of MTSS our school will improve the success rates of struggling students will be more accurate in identifying students who truly have disabilities. <u>Update 2021</u> Upchurch continues to participate in MTSS professional developments. MTSS is being implemented at Upchurch. Our focus will be ensuring that the core instruction is rigorous, relevant, and intentional, with all students engaged in learning. Teachers will differentiate instruction to ensure that all students' needs are met based on evidence from Istation, Reading Horizons, CFAs, local benchmarks, formative assessment, classroom observations, and teacher input. We will focus on student response to instructional practices, as opposed to student deficits or failures, and as a team will use the TIPS to identify, address, and resolve the identified weakness. Students will be moved to Tier 2 or Tier 3 as deemed necessary by the MTSS after TIPS has occurred. Through the use of MTSS our school will improve the success rates of struggling students and will be more accurate in identifying students who truly have disabilities.	Limited Development 09/03/2018		
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	When the indicator is being fully met, instruction at Upchurch will be rigorous and intentional. Students will be showing growth on all forms of assessment. The MTSS team will be proficient in utilizing the TIPS method and will be knowledgeable about student/teacher needs in our school. Students with academic deficiencies, homeless, or previously retained will have an IIP (PEP). Students in Tier 2 and 3 will receive intensive small group instruction and all staff in the school will work as	Objective Met 08/04/24	Bianca Wooten	06/30/2024

a team to ensure the needs of all students are met. MTSS will be implemented with fidelity so that students not making appropriate growth will be referred for EC Testing if deemed necessary by the MTSS team, and similarly, a student meeting or exceeding growth at Tier 2 or 3, will be recommend for a lower Tier.

Update 2/10/2021

When the indicator is being fully met, instruction at Upchurch will be rigorous and intentional. Students will be showing growth on all forms of assessments. The MTSS team will be proficient in utilizing the TIPS method and will be knowledgeable about student/teacher needs in our school. Students with academic deficiencies, who are homeless, or previously retained will have an IIP. Students in Tier 2 and 3 will receive intensive small group instruction and all staff in the school will work as a team to ensure the needs of all students are met. MTSS will be implemented with fidelity so that students not making appropriate growth will be referred for EC Testing if deemed necessary by the MTSS team, and similarly, a student meeting or exceeding growth at Tier 2 or 3, will be recommended for a lower Tier.

Evidence:

Evidence of a successful tiered system of support will come from MTSS team minutes and TIPS records. Additionally our school Data: Reading 3D, End of Grade Testing, School Performance Grade, Teacher & School Effectiveness Growth, Common Formative Assessments, County Benchmarks & Student IIPs, will show evidence of student growth.

Update 2/10/2021: Evidence of a successful tiered system of support will come from MTSS team minutes and TIPS records. Additionally our school Data: Istation, End of Grade Testing, School Performance Grade, Teacher & School Effectiveness Growth, Common Formative Assessments, County Benchmarks, and Student IIPs will show evidence of student growth.

Update 2/01/2022:

Evidence of a successful tiered system of support will come from MTSS team minutes and TIPS records. Additionally our school Data: Istation, End of Grade Testing, School Performance Grade, Teacher & School Effectiveness Growth, Common Formative Assessments, County Benchmarks, and Student ECATS will show evidence of student growth.

9/27/18	Teachers will use evidenced-based data to identify students within our subgroups that need additional support. We will provide Tier II instruction in reading and math through the resources of our Title I Tutor and After School Tutoring.	Complete 06/29/2022	Laquannia Marshall	06/30/2023
<i>Notes:</i> Update 2/10/2022: Evidence of a successful tiered system of support will come from MTSS team minutes and TIPS records. Additionally our school Data: Istation, End of Grade Testing, School Performance Grade, Teacher & School Effectiveness Growth, Common Formative Assessments, County Benchmarks, and Student ECATS will show evidence of student growth.				
9/20/21	Monitor the progress of the subgroups through the WIN intervention and make adjustments as needed.	Complete 09/19/2022	Bianca Wooten	06/30/2023
<i>Notes:</i> The interventionist has created groups of students from our subgroups to assist them in growing in their grade level proficiency and academic work. The interventionist meets with a total of 100 students in grades 3-5 for purposes of ELA and math intervention.				
9/4/18	Staff will continue to be included in MTSS Professional Development. MTSS school leads will provide professional development updates to the MTSS team.	Complete 09/22/2022	Laquannia Marshall	06/30/2024
<i>Notes:</i> The staff uses the tenets of the MTSS model to determine the types of professional development needed for the staff to partake. The staff uses the train-the-trainer model. Professional development is offered throughout the school year.				
Implementation:		08/04/2024		
Evidence	8/4/2024 (n/a: new administration)			
Experience	8/4/2024. (n/a: new administration)			
Sustainability	8/4/2024 (n/a: new administration)			