



**NCGA Joint Appropriations Committee on Education**  
**Thursday, March 28, 2019**

# Learning Together

We commit to learning together through partnerships, collaboration and high-quality instructional programming.



# Learning Together: *Academy Team*

- Principal, Assistant Principal, Director of Curriculum & Instruction
- Social Worker, Nurse, Technical Assistant, Administrative Assistant, Data Manager, Day Porter
- Behavior Support Coach
- 18 classroom teachers
- Music, Art, PE/Health, Media
- 2 English Language Learner Teachers
- 2 Exceptional Children Teachers
- 10 Teacher Assistants
- 1 One-on-One
- 1 Personal Attendant



# Learning Together: *Mini Mountaineers*

- 274 enrolled students (K-5)
- About 80% of 1st - 5th graders returned from last year
- 124 African American, 104 Hispanic, 29 Caucasian, 17 Other



# Learning Together: *Curriculum Team*

- Community
- Students
- Staff
- Teachers
- Faculty





# Learning Together: *Community Collaboration*

- Boys & Girls Club, Old Salem,
- Winston Salem State University,
- Appalachian Advancement,
- Community Churches & Banks,
- Community Members & Businesses



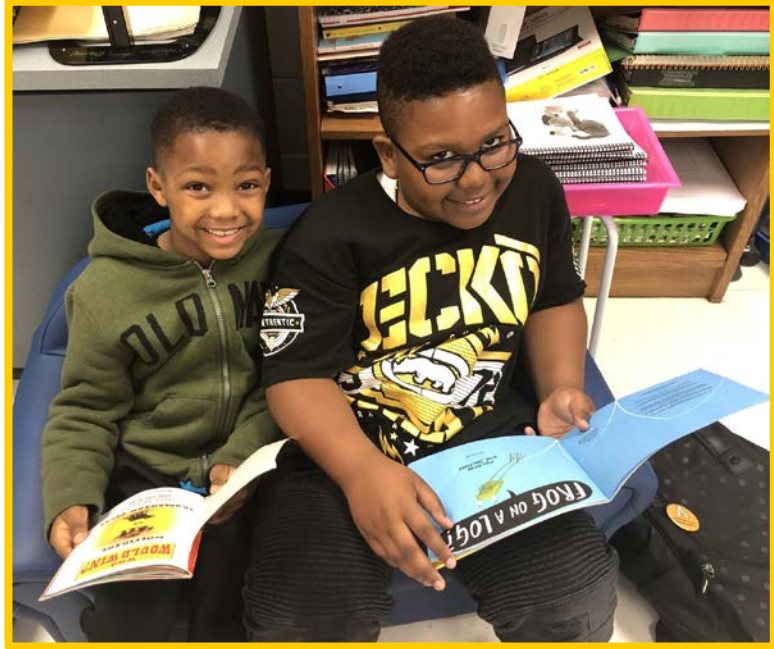
# Learning Together: *Professional Development*

- Reading Workshop
- Team-Building
- Content-Area PD with Appalachian Faculty
- Morning Meeting
- Trauma-Sensitive



# Developing the Whole Child

We commit to developing the whole child including their social skills, emotional needs and cognitive abilities.





# Developing the Whole Child: *HIKE*

**H**onesty

**I**ntegrity

**K**indness

**E**xcellence




# Boosting Academics

We commit to boosting academics through early literacy as well as an inclusive and integrated, interdisciplinary curriculum.



# Boosting Academics: *NC Winter Check-In*

	4th Grade	5th Grade
2017-2018 NC Winter Check-In <b>Reading</b>	32.6%	50.6%
2018-2019 NC Winter Check-In <b>Reading</b>	49%	59%



# Amplifying Sustainability

We commit to amplifying sustainability by teaching sustainable living; civility, equity and equality; wellness; and, respect for the environment.



# Amplifying Sustainability: Initiatives

- Zero Waste
- Community/School Gardens
- Faculty Development
- NC Green Schools
- Special Events
- Outdoor Classrooms





# Our Challenge: Transportation

- Large District
- Zoned Residential Schools
- Magnet Stops
- Homeless Children



# Connect!

Web: [middlefork.appstate.edu](https://middlefork.appstate.edu)



Social Media (Facebook & Twitter): @appstateacademy

#appstateacademy

# D. C. Virgo Preparatory Academy



# ECU Community School Update

**Presentation to  
North Carolina General Assembly  
Joint Appropriations Committee on Education**

**March 28, 2019**

# Overview of School

**Location: South Greenville Elementary**

**Grade Span: Kindergarten-Fifth Grade**

**Enrollment: 80 Scholars**

**Teachers: Five**

**Teacher Assistants: Four**

**Support Staff: Special Education Director/Teacher, Nurse,  
Social Worker, Curriculum Director, Administrative Assistant**





# School Celebrations

- School expansion
- Qualifications of Faculty
- Partnership with Pitt County Schools
- University Partnerships
  - College of Allied Health Sciences
  - College of Education
  - College of Health and Human Performance
  - School of Dental Medicine
  - College of Nursing
  - ECU Athletics Department
  - ECU Police Department
- 2017-2018 Accountability Status: Made Expected Growth



## Greenville **FAMILY HEALTH NIGHT**

**Tuesday, January 8<sup>th</sup>**  
**5:00 – 7:30PM**

South Greenville Recreation Center  
851 Howell Street | Greenville

**FREE FOR  
ALL  
FAMILIES!**

*Join us!*

- CHECK YOUR BLOOD PRESSURE
- SET HEALTH GOALS
- MAKE LOW COST AFTER SCHOOL SNACKS
- GAIN AT HOME GARDENING TIPS
- LEARN ABOUT MEDICAID ENROLLMENT
- LOWER YOUR STRESS IN THE NEW YEAR
- ... & MORE FUN!

## ECU Community School: Context

- 100% of the students in the ECUCS transferred from a low-performing school
- 100% of the transferring students were considered academically at-risk
- 88% of the school population is considered at the poverty level according to the federal definition (note: 100% poverty identification using 1.6 multiplier for Title I)
- 12% of the school population qualifies for exceptional children's services (note: additional qualifications anticipated with expansion of grade levels)

# Biopsychosocial Screening: ACEs

## General Population

- In the U.S., 64% of the population has 1 or more Adverse Childhood Experience
- 12% of the general population has 4 or more ACEs

## ECUCS Scholars

- Preliminary data indicates that 82% of our scholars have at least 1 ACE
- 26% of our scholars have 4 or more ACEs

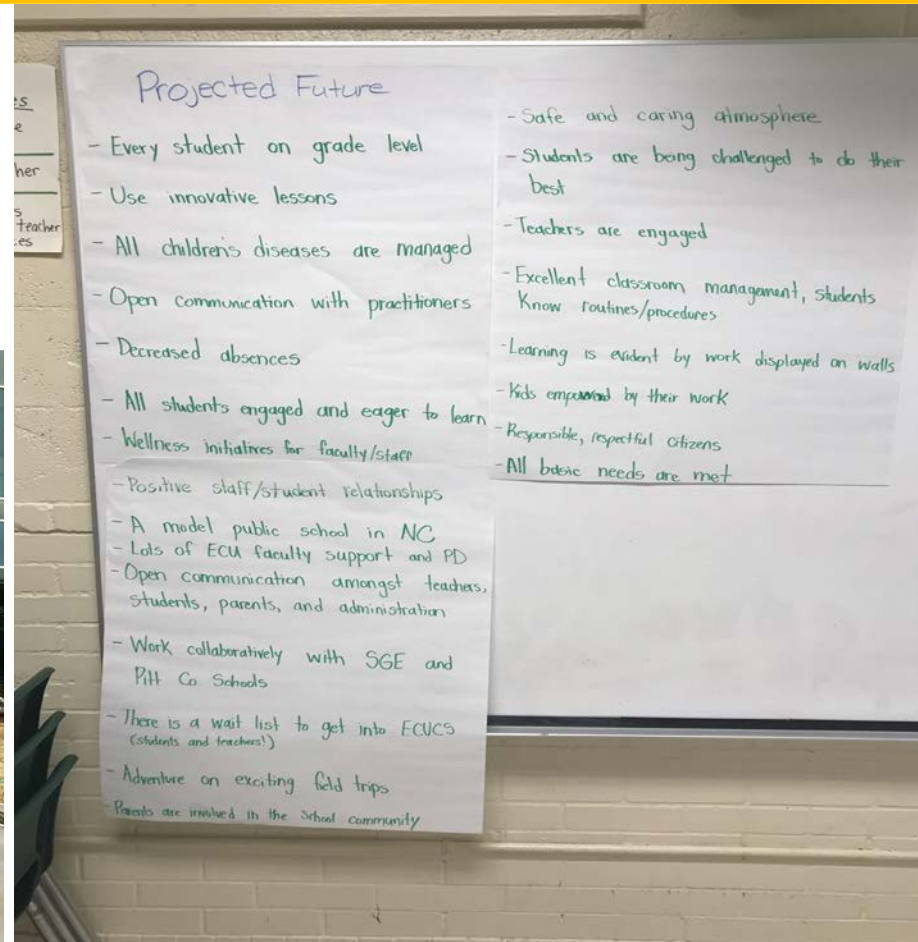


# **What Do We Need to Be Successful?**

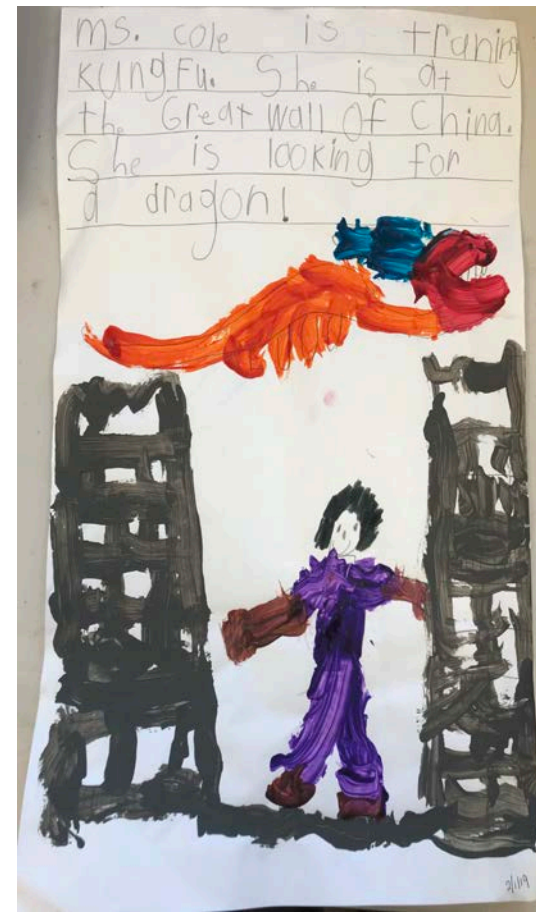
**Support Services-Beyond ADM to help address the overwhelming level of trauma experienced by our enrolled scholars**

- **Full-Time School Counselor**
- **Full-Time School Nurse**
- **Full Time School Social Worker**
- **Full Time EC Coordinator/Teacher**

# Our Projected Future







# Moss Street Partnership School

March 28, 2019

# Overview

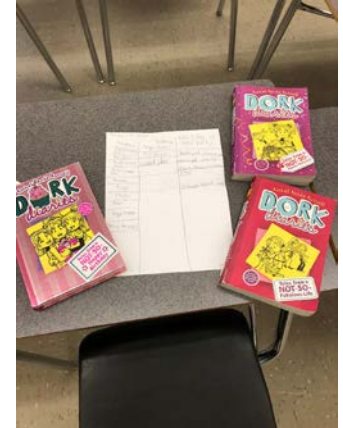
- By the numbers
  - 372 students
  - 38 full time professional (licensed) staff members
  - Teacher candidates in both undergraduate and MAT programs
  - Early field experiences and student teachers
  - School counselor and principal interns
  - Professional learning through MEd programs, faculty-in-residence, and Project EnACTeD

# Overview

- Guiding Principles
  - Inclusive, Collaborative, Experiential, Interdisciplinary, Reflective
- Instructional Initiatives
  - Engaged Reading Framework, Cognitively Guided Math Instruction, Spartan Quest
- Culture and Climate Initiatives
  - House System, CHOICES, Restorative Practices/Trauma Informed Practice

# Engaged Reading Framework

- Use an engaged reading framework for building a classroom community of readers
- Build classroom libraries that contain culturally relevant texts on a wide range of texts that will engage students
- Use conversation / talk as a resource for making sense of and building relationships with peers around texts
- Dr. Gay Ivey, Dr. Allison Ormond





# Experiential Learning



- Interdisciplinary teaching and learning
- Spartan Quest: STEAM focus



# Teacher / Staff Professional Learning



M.Ed. K-12 Literacy Program (12 teachers)

M. Ed. Math Education (1 teacher)

UNCG Project EnActEd (13 teachers/staff)

International Restorative Practices

Robotics / Coding at NCCAT

UNCG  
**MOSS STREET**  
— PARTNERSHIP SCHOOL —



# Challenges: Enrollment

- Target enrollment of 420 students
- 429 enrollment forms as of August 27, but ~390 physically present on first day
- 390 enrolled as of 20th day
- 372 currently enrolled
- No low performing elementary schools currently in Rockingham County
- Can only enroll based on individual eligibility
- Limited pool of potential students to draw on as students move or graduate

# Niner University Elementary

Presentation to the North Carolina General Assembly  
Joint Appropriations Committee on Education

**March 28, 2019**





## NINER UNIVERSITY ELEMENTARY

The **mission** of Niner University Elementary School is to develop lifelong learners and responsible, caring citizens through an authentic and meaningful curriculum enacted by way of research-validated practices. Each learner's unique identity will be understood, supported and developed within a community-supported environment that fosters scholarship, engagement, and joy.

1

### Student-Centered Instruction

Student need drives  
instructional practices

2

### Professional Preparation and Development

Advancing teacher, counselor,  
and leadership preparation and  
development

3

### School-Community Partnerships

Coordinating and working with  
our community

4

### Development and Application of Research-Validated Practices

Current research-validated practices will undergird classroom instruction, leadership, and the training of school professionals.



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1

## Student-Centered Instruction

Student need drives instructional practices

1.1

### Rigorous, Standards-Aligned Core Instruction

Balance of inquiry-based and direct instruction and creation of a joyful, rigorous school culture

1.2

### Social-emotional Support

Relationship-based support for the needs of the whole child, with a focus on culturally sustaining, trauma-informed practices and family engagement

1.3

### Arts Integration

Strategic integration and exploration of the arts throughout the curriculum

1.4

### On-Time Interventions

Evidence- and data-based interventions to ensure all learners are on-track

2

## Professional Preparation and Development

Advancing teacher, counselor, and leadership preparation and development

2.1

### Targeted Clinicals

Build pre-service educators' practical knowledge, skills, and dispositions to use sound, validated practices

2.2

### Ongoing Professional Development and Growth

In-service development to increase effectiveness of teachers and leaders within the school

2.3

### Job-Embedded Coaching

Focus on practical, direct feedback, and support for principal and teachers

2.4

### Partnership

Collaboration with middle school and CMS to facilitate professional learning and growth within the district

3

## School-Community Partnerships

Coordinating and working with our community

3.1

### Family Engagement

Invite and actively involve families into the school community, decision making, and experiences

3.2

### Leveraging Community Assets

Investigate and integrate community's cultural assets into curriculum and activities

3.3

### Community Mentorship

Develop mentor programs in collaboration with school professionals, community members, and students

3.4

### Partnerships for Strength

Ongoing partnerships with various businesses and organizations, including early childhood centers

4

## Development and Application of Research-Validated Practices

Current research-validated practices will undergird classroom instruction, leadership, and the training of school professionals. UNC Charlotte will seek to create a model school for the development and application of evidence-based practices with a particular focus on applying practices that support a diverse student body across academics and social-emotional growth.

# Partnership with Charlotte-Mecklenburg Schools James Martin Middle School

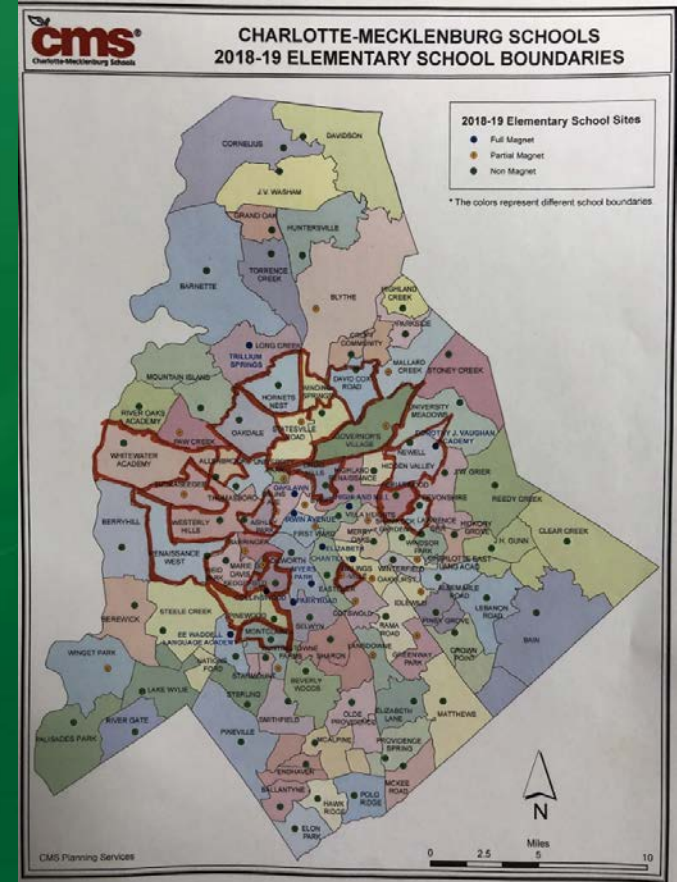
COED LAB SCHOOL  
MINER UNIVERSITY  
12-4-18





# Enrollment & Student Recruiting

Academic School Year	Grades	Total Projected Student Enrollment
First Year (2019-20)	K-2	150
Second Year (2020-21)	K-3	200
Third Year (2021-22)	K-4	250
Fourth Year (2022-23)	K-5	300
Fifth Year (2023-24)	K-5	300



# Scope of Work

## Facilities

- Furniture, Fixtures, Equipment
- Technology
  - projectors
  - teacher devices
  - student devices
  - office
- Minor Renovations
- Playground

## Academic Program

- Curriculum Resources
- Classroom Libraries
- Library Books
- Math Manipulatives
- Science Kits, Materials
- Assessment Materials

# Staffing

## ADM Funded Positions:

- Principal
- 6-9 teachers
- 2-3 teacher assistants
- Special Education teacher
- English as Second Language teacher

## Support:

- Administrative Assistant
- Data manager/Registrar

## Non-funded Positions:

- Counselor
- Social worker
- Nurse
- Media/IT facilitator
- 2-3 teacher assistants
- Curriculum Coordinator/Teacher

## Contract Positions:

- Psychologist
- Speech Therapy
- Occupational Therapy



**NINER UNIVERSITY  
ELEMENTARY**

## Operational Focus Teams

Operations

Finance

Evaluation

Facilities (IT and Building)

Legal & Policy

Human Resources

**Core  
Design  
Team**

## Academic Focus Teams

Curriculum and Instruction

Community Engagement +  
Recruitment

Research

Teacher Preparation +  
Development

Leadership Preparation +  
Development

Counselor Preparation +  
Development

### C&I Working Groups

- Job Descriptions/Hiring
- Calendar
- Report Cards
- Curriculum Guides
- Counselors  
(curriculum design)

- School of Nursing
- School of Social Work
- Department of Psychology
- College of Computing & Informatics
- Community Relations

Follow us at <https://nue.uncc.edu>

*The future of learning starts today!*







# WCU: The Catamount School

March, 2019





*The Catamount School* vision is to be a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment.



## **Middle School: 6th - 8th Grades**

**2018-19: 56 Students (0% Attrition)**

**63%** low-performing EOGs

**27%** other low-performance\*

**18%** from low-performing schools

**20%** students w/ exceptionalities

61% M / 39% F

77% white; 14% multi-racial;

4% Hispanic; 5% Native American

**2017-18:**

51 students (56 at 20th day)

10% attrition

**Target Enrollment: 75**

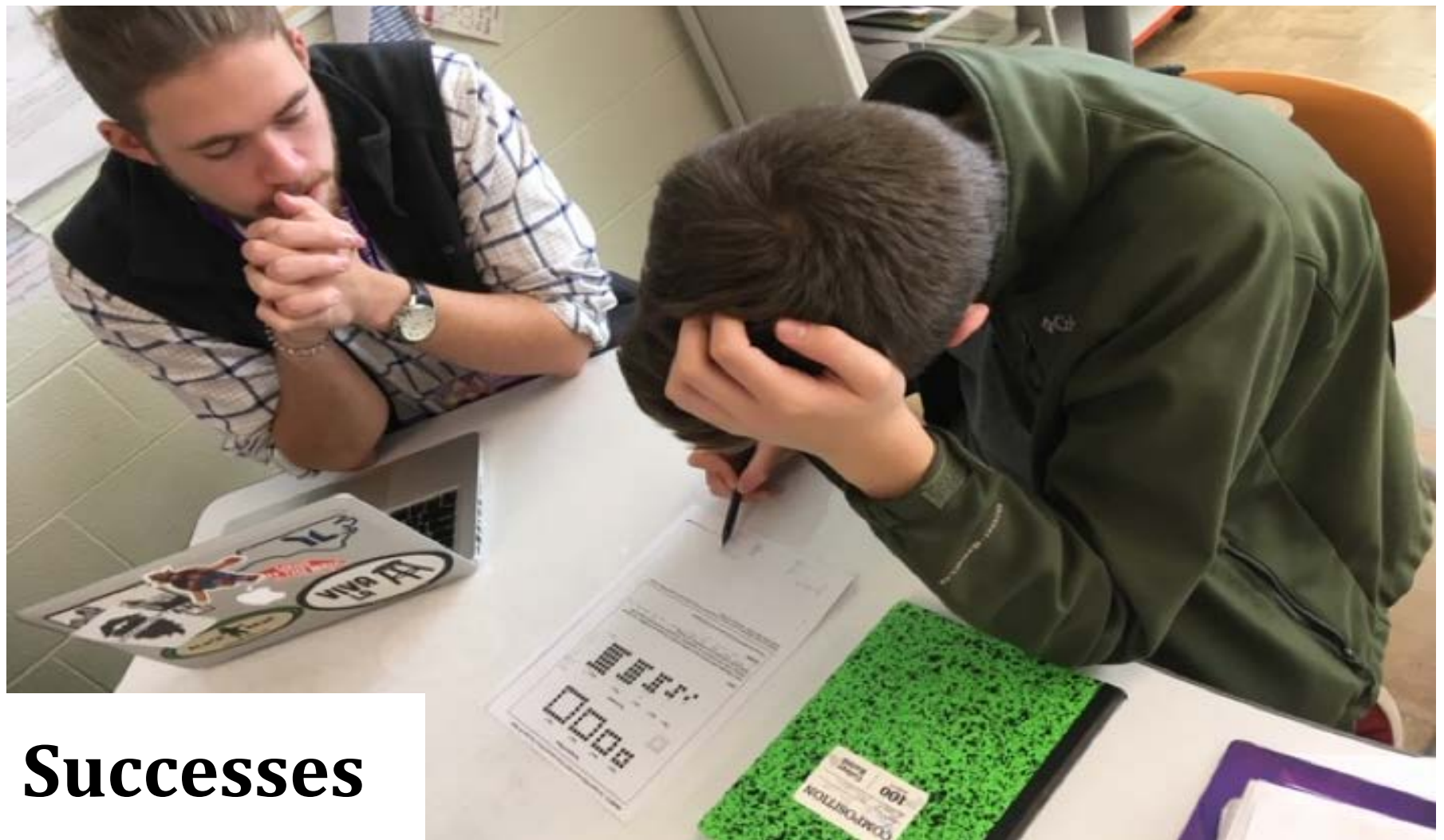




- Daily HPE & Enrichment
- Clubs & Elective Classes
- Targeted Academic Interventions
- Flexible Learning Environments
- Positive Behavioral Interventions & Supports (PBIS)
- Project-Based Learning
- Standards-Based Grading
- Focus on Resilience, Social-Emotional Learning, & Relationship Building
- Common Planning Time
- Co-Teaching & Inclusive Practices
- Comprehensive Assessment/Diagnostic Tools: EC, Psychological, etc.
- AIG Plan & Twice-Exceptional Students
- Community of Care Implementation



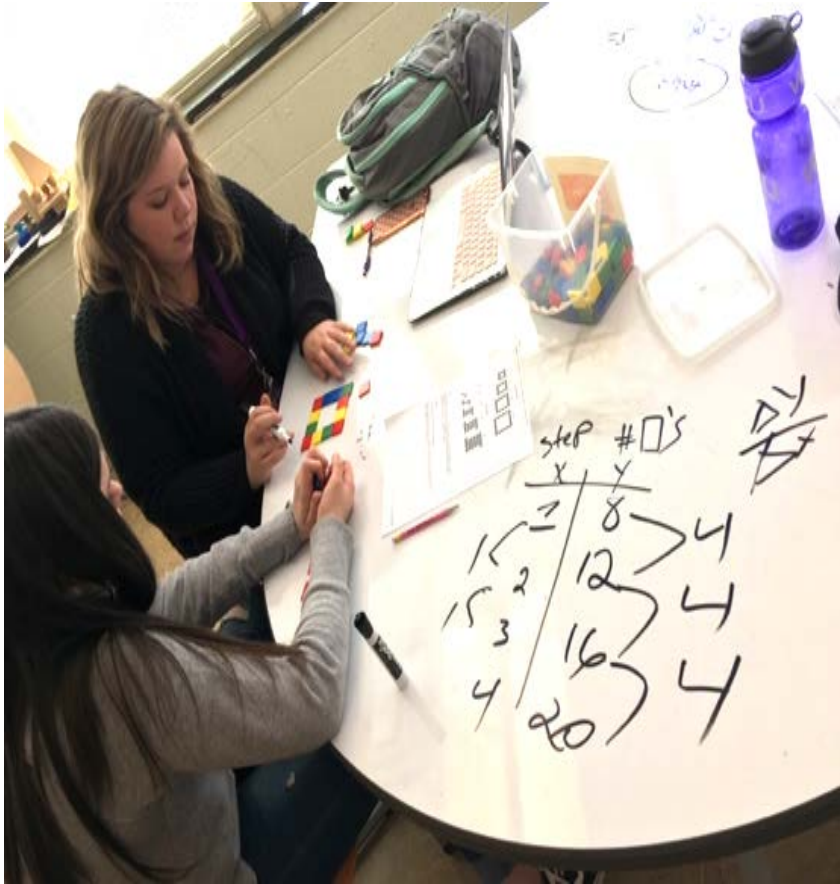
# Commitments



**Successes**



**One:** Our commitment to deep immersion of the professional preparation programs through course-based field experiences, internships, and the exchange of faculty between the lab school and campus.





# Embedded Preservice Preparation



- **Early Field Experiences in Teacher Education:** Middle Grades (MG) , Inclusive Education (EC), Health & PE (HPE), Reading, & Art Education
- **Internships:** MG, EC, & HPE
- **Nursing Practicum** Experiences
- **School Psychology, School Counseling, Clinical Psychology, Speech Language Pathology, & Masters in School Administration**

**2017-2019:** >100 Preservice Candidates Placed at TCS (MG, EC, HPE, Reading, School Counseling, & Nursing Practicum)

**2017-2019:** HPE Intern Is & IIs

**2017-2019:** 5 MG Intern I to II

**2017-2019:** IC Intern I to II  
(Fall to Spring–Full Year)

**2019:** MSA Principal Intern



**Methods courses taught onsite**, often in conjunction with middle school content classes, **by university faculty and TCS teachers**. Middle school content, health and PE, enrichment, and elective classes **taught/co-taught by faculty**. Faculty/Staff involved in **EC administration, leadership, and supervision**.





**Two:** Impressive academic growth and performance in year one and a continued focus on targeted interventions in both reading and math.



# **Year 1**

**Met Growth in 2 out of 4**

**Targets:** Economically  
Disadvantaged & Math

**Impressive Overall Growth:**

67% in Reading & 71.4% in  
Math

**Also Impressive:** 91.7% in 8th  
grade Science

**58%** of 8<sup>th</sup> graders **(7 out of 12)**  
took **Math I**

**71%** of the **Math I** students **earned**  
**HS course credit**

**100%** of 8<sup>th</sup> graders learned both 8<sup>th</sup>  
grade science curriculum & 9<sup>th</sup> grade  
**Earth & Environmental Science**

**92%** of 8th graders **(11 out of 12)**  
**earned HS course credit for Earth**  
**and Environmental Science**

## **Area for Improvement: Targeted Reading Interventions**

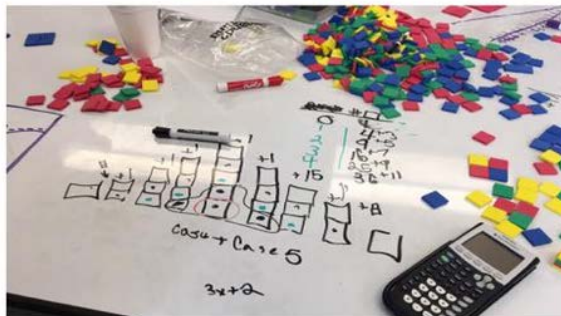
***Gates-MacGinitie Reading Test*** assesses students' general reading level-determines overall reading ability, specifically in the areas of vocabulary and comprehension. Gates-MacGinitie data suggests that gains of 13 points or more from 6<sup>th</sup> to 7<sup>th</sup> grade and 8 points or more from 7<sup>th</sup> to 8<sup>th</sup> grade are *typical*. Using this indicator ...

**10/15 continuing 7th graders showed typical gains (67%)**

**13/19 continuing 8th graders showed typical gains (68%)**

Reading performance data has been used to develop protocols for targeted reading interventions which have been implemented during the 2018-19 year. Students receive targeted reading interventions twice per week.









**Space Challenges:** Regrouping for instruction, interventions, enrichment, counseling/groups, and more is truly a challenge with 3 ½ classrooms.

**Challenge:**  
Facilities





THE  
CATAMOUNT  
SCHOOL



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