Our Direction

Uwharrie Charter Academy

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 relevant and rigorous pathway to career and college readiness by establishing relationships with students, families, and community partners.

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.

    Performance Measure(s)

Performance Indicator: Using EOC data during check-ins, and prior year data, and interactive notebooks for vocabulary, will support instruction in identified objectives.		
Data Source: HS - Math I	Baseline Year: 2025	Baseline: 36.5
Target Date: 2026	Target: 55	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Math - EDS	Baseline Year: 2025	Baseline: 34.7
Target Date: 2026	Target: 50	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Math - SWD	Baseline Year: 2024	Baseline: 11.1
Target Date: 2025	Target: 28.4	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Reading - EDS	Baseline Year: 2025	Baseline: 36.5
Target Date: 2026	Target: 55	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Reading - SWD	Baseline Year: 2024	Baseline: 17
Target Date: 2025	Target: 26.5	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Using the 2025 Fall Teacher/Staff Survey, beginning teachers feel supported by their mentor.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 61.4%
Target Date: 2026	Target: 80%	Actual:

Performance Indicator: Using the 2025 Fall Teacher/Staff Survey, we will increase our overall atmosphere of being able to present issues or areas of concern.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 63%
Target Date: 2026	Target: 83%	Actual:

Performance Indicator: Using the 2025 Fall Teacher/Staff Survey, we will increase our providing sufficient time for teachers to collaborate.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 43.3%
Target Date: 2026	Target: 75%	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Based on FB, all-call surveys, and email messages to families, increase communication with information.		
Data Source: FB, all-call, emails, surveys	Baseline Year: 2025	Baseline: 70.9%
Target Date: 2026	Target: 100%	Actual:

Performance Indicator: Based on FB, all-call surveys, and email messages to families, my school encourages family involvement in student learning.		
Data Source: FB, all-calls, emails, surveys	Baseline Year: 2025	Baseline: 76.4%
Target Date: 2026	Target: 100%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

2025-2026 Needs Assessment: https://drive.google.com/file/d/1rbOWv8SSsZ2_Qi5XuMPzTutzEFNcCrX6/view?usp=sharing

2025-2026 Fall Parent Survey: https://docs.google.com/forms/d/e/1FAIpQLScEV3efXxu7WgZ4SY_n7IWANTbp8d3MXvhWuYGx7ESY_V4SyQ/viewform?usp=sharing&ouid=10853802717783019524

2025-2026 Fall Teacher/Staff Survey: https://docs.google.com/forms/d/e/1FAIpQLSeJtnxsxu9V5S3kxnMH600EEihDtzoLRWykJaq90iEcsMphXQ/viewform?usp=sharing&ouid=10853802717783019524

2024-2024 Needs Assessment https://drive.google.com/file/d/1armZqo0i6u0gYuX4TMi-sJGDYLxnPG1_/view?usp=sharing

2022-2023 Needs Assessment

2019-2020 Needs Assessment.

2024 Teacher Working Survey: https://drive.google.com/file/d/11b-RupIIhU8kkVbPqhYgYbnE2zXCF56-/view?usp=sharing

2020 Teacher Working Survey

2020-2021 - Spring Data

Internal Results Review for 2020-2021

Student Outcome Data:

2024-2025 EOG/EOC Data:

Green Grown: UCA met Growth with our Black, Hispanic, Multiracial, and AIG. Moreover, we met our graduation rate with a 93.2%, up from 83.7% from the year prior.   Additionally, we cut our growth index from -6.15 to -3.09. Finally, we scored a 55 (C) overall with our Multiracial and our White population. Science in grades 5/8 are at 60.8% - above state average; Biology also out performed the state with a 51.2%. Overall reading scores went up from 40.4 to 45.4 and Math went from a 41.5 to an overall 46.1%.

Red Concerns: UCA did not meet growth in our largest populations in both reading and math. Students with disabilities (-3.84) or Economically Disadvantaged students (-2.54). While we saw an increase with Biology, our Math 1 scores are a 36.5.

2023-2024 EOG/EOC Data:

Green Growth: UCA met Growth in our Multiracial and AIG populations.

Red Concerns: UCA did not meet growth in our largest populations in both reading and math: Students with disabilities (-2.10) or Economically Disadvantaged students (-6.79). Additionally, we did not meet our overall graduation rate (83.7%). We continue to decrease our overall proficiency in Biology (37.7%).

High School Graduation Rate: Goal - 90.4   Actual - 83.7%

Teacher Working Survey Goals:

UCA had 101 staff members complete the survey.

Celebrations:

Retentions: Overall, my school is a good place to work: 93.06% agree; I would recommend this school to parents: 88.11% agree; I am proud of the work at this school: 85.14% agree

School Leadership: Establishes a safe and orderly place - 92.08% agree

Safety & Wellbeing: Students at this school are comfortable reporting a bullying incident to a teacher or other staff - 83.17% agree

Areas of Improvement:

Retentions: There is an atmosphere of trust and mutual respect in this school: 25.74% disagree; I feel comfortable raising issues and concerns that are important to me: 31.68% disagree

School Leadership: Creates a culture of trust in the building: 37.62% disagree

Teacher Leadership: Assist in determining school budget: 62.37% disagree

Managing Student Conduct: Disorder in classrooms - 45.54% disagree; Disorder in unstructured areas - 64.35% disagree

Professional Development Needs: Instructional strategies - 12.73%; Content area - 17.09%; Special populations - 14.91%

Instructional Practices & Support Needs: Common planning - 15.98%; Attend teacher conferences - 14.75%; Opportunities to collaborate with teachers outside of my school - 11.09%

2022-2023 EOG/EOC Data:

Green Growth: UCA met Growth in our Hispanic population (81%), students with disabilities (81.8%), and over all in Math for the first time (79.3%).

Gray Growth: UCA met growth in smaller subgroups in Black and AIG students.

Red: UCA did not meet growth in our EDS population (-2.66); however, did grow in the prior year and were 3/100ths a way from growth in Reading. Additionally, we did not meet growth in our multi-racial children (-4.19).

Additional Data:

3rd Grade BOG: Not Proficient - 104 students; Level 3 - 10 students; Level 4 - 2 students; Level 5 - 2 students = Total 118

iReady - 1-4 BOY -- 432 Students Tested

Math: 11 students above grade level; 39 students on grade level; 246 students one grade level below; 117 two grade levels below; and 26 students two or more grade levels below

Reading: 34 students above grade level; 64 students on grade level; 208 students one grade level below; 88 two grade levels below; and 43 students two or more grade levels below

iReady - 5-8 BOY -- 657 Students Tested

Math: 30 students above grade level; 95 students on grade level; 263 students one grade level below; 85 two grade levels below; and 187 students two or more grade levels below

Reading: 107 students above grade level; 116 students on grade level; 152 students one grade level below; 94 two grade levels below; and 188 students two or more grade levels below

Fall Semester EOC's

iReady -- K-4 MOY -- 427 Students Tested

Math: 40 students above grade level, 68 on grade level; 247 one grade level below; 61 two grade levels below; 10 three or more grade levels below

Reading: 90 above grade level, 79 students on grade level; 184 one grade level below; 55 two grade levels below; 19 students three or more grade levels below

iReady 5-8 MOY -- 646 Students Tested

Math: 61 above grade level; 126 on grade level; 206 one grade level below; 104 two grade levels below; 150 three or more grade levels below

Reading: 116 above grade level; 107 on grade level; 162 one grade level below; 80 two grade levels below; 181 three or more grade levels below

mClass Data

2022-2023 End of Grade/Course Data:

Celebrations: We "met" growth with our Hispanic and Multi-racial students.

However, with did not meet growth with our White students: -7.07 (974 students; EDS students: -3.58 (218 students); and our SWD students: -2.03 (115 students).Subject/Grade CCR/GLP%.

The following are District Goals. Schools will will further break down their individual goals based on their reporting data.

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

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

District also reviewed the 2024 Teacher Working Survey, current and past data, and the Needs Assessment when making its decisions.

Practice 1A: Prioritize improvement and communicate its urgency

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

Practice 1B: Monitor short-and long-term goals

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

Practice 2A: Recruit, develop, retain, and sustain talent

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

Practice 2B: Target professional learning opportunities

| 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) |

Practice 3A: Diagnose and respond to student learning needs

| A3.05 | The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114) |

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)

Practice 3B: Provide rigorous evidence-based instruction

A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)
A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)
E1.02	ALL teachers regularly assign, check, mark, and return homework.(5178)
A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.(5342)

Practice 3C: Remove barriers and provide opportunities

A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)
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)

Practice 4A: Build a strong community intensely focused on student learning

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)
E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)
E2.03	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)

Practice 4C: Engage students and families in pursuing education goals

E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)
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)
E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)