



MEETING OF THE BOARD OF GOVERNORS  
Subcommittee on Laboratory Schools

November 19, 2024 at 2 p.m.  
Via Videoconference and PBS Livestream

**AGENDA**

- A-1. Approval of the Minutes of October 30, 2024.....C. Phillip Byers
- A-2. Lab School Renewal: Niner University Elementary.....Shun Robertson
- A-3. Adjourn

## DRAFT MINUTES

October 30, 2024

Via Videoconference and PBS North Carolina Livestream

This meeting of the Subcommittee on Laboratory Schools was presided over by Chair C. Philip Byers. The following subcommittee members, constituting a quorum, were also present in person or by phone: Alex Mitchell, and Kellie Blue, who was assigned to participate in the meeting by Chair Wendy Murphy for quorum purposes. Chair Wendy Murphy was present as well.

Staff members present included Shun Robertson and others from the UNC System Office.

### 1. Call to Order and Approval of Minutes (Item A-1)

The chair called the meeting to order at 10:30 a.m. on Wednesday, October 30, 2024. The minutes from the May 6, 2024, meeting were approved by unanimous consent.

### 2. Review and Approve the Laboratory Schools Evaluation Report (Item A-2)

The Committee on Laboratory Schools heard from Dr. Kevin Bastian of Educational Policy Initiative at Carolina about laboratory schools' demographics, admissions processes, student achievement data, educator preparation program student outcomes, and best practices. Following the report, Chair Byers and other subcommittee members shared comments about the report.

**MOTION:** Resolved, the Subcommittee on Laboratory Schools approve the Laboratory Schools Evaluation Report, as distributed.

**Motion:** Alex Mitchell

**Motion carried**

### 3. Adjourn

There being no further business and without objection, the meeting adjourned at 11:22 a.m.

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Alex Mitchell, Secretary

## AGENDA ITEM

A-2. Laboratory School Renewal: Niner University Elementary..... Shun Robertson

**Situation:** Pursuant to North Carolina G.S. 116-239.7, a laboratory school shall operate for a period of five years. At the end of the initial five years of operation, the subcommittee shall renew the term of operation for additional five-year periods if the laboratory school is still located in a local school administrative unit that has 25 percent or more of its schools identified as low-performing under G.S. 115C-105.37, or if the subcommittee renews a waiver of this requirement. If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the subcommittee may renew the term of operation for additional five-year periods if the subcommittee finds the school is successfully meeting its mission to improve student performance and provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.

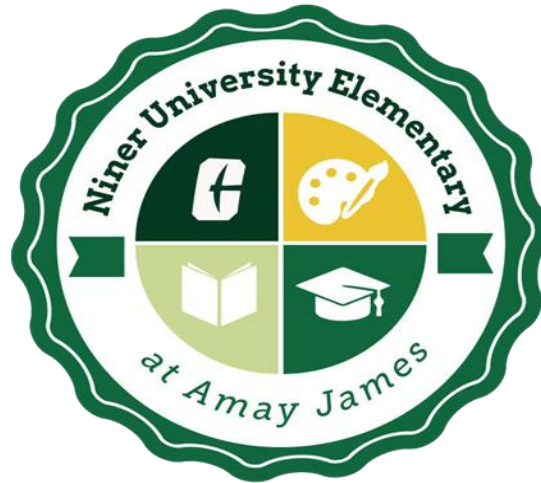
**Background:** In 2021, in partnership with Charlotte Mecklenburg Schools, the University of North Carolina at Charlotte opened Niner University Elementary, a K-5 school located in Charlotte. Niner University Elementary is committed to helping young students discover the joy of learning and foster the growth of empathy and responsibility through knowledge. Niner University Elementary utilizes research-validated practices within their curriculum across all grade levels.

The 2025-26 school year will mark the fifth year of operation for Niner University Elementary. The University of North Carolina Charlotte is seeking a renewal period of five additional years to operate.

**Assessment:** A renewal report summarizing the progress of the school is presented for subcommittee review. The school will provide a brief presentation to outline its successes to date, describe future plans, and propose renewal for an additional five years of operation.

**Action:** This item requires a vote by the subcommittee.

## Laboratory Schools Renewal Report – Niner University Elementary (Charlotte)



Within SL 2020-56, the requirements for renewal or non-renewal of a laboratory school after the initial five-year term is defined with these parameters:

- A term of operation for the laboratory school of five years from the date of initial operation. At the end of the initial five years of operation, the Subcommittee **shall** renew the term of operation for additional five-year periods under the resolution if the laboratory school is still located in a local school administrative unit that has twenty-five percent (25%) or more of the schools located in the unit identified as low-performing under G.S. 115C-105.37, or if the Subcommittee renews a waiver of this requirement under subsection (a2) of this section.
- If the laboratory school is no longer (i) located in a qualifying local school administrative unit or (ii) meeting the purposes of this Article under a waiver at the end of five years, the Subcommittee **may** renew the term of operation for additional five-year periods under the resolution if the Subcommittee finds the school is successfully meeting its mission to improve student performance and provide valuable exposure and training for teachers and principals in the constituent institution's educator preparation program.
- The Subcommittee **may** terminate operation of any laboratory school during the initial term of operation or during a five-year renewal period if the Subcommittee finds it is failing to meet expected progress toward meeting the mission of the school consistent with the requirements of this Article.

To assess eligibility for renewal for an additional five-year period, the UNC Board of Governors' Sub-Committee on Laboratory Schools requested that each institution seeking renewal provide the following information. Responses should be no more than 10 pages in length excluding appendices.

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### **Renewal Information** – Indicate responses below

#### **Name, mailing address, and contact information for the laboratory school**

Niner University Elementary  
2414 Lester Street  
Charlotte, NC 28208  
980-343-0733  
Pamela Broome, Principal

[pamela.broome@charlotte.edu](mailto:pamela.broome@charlotte.edu)

**Name of partner local education agency:** Charlotte Mecklenburg Schools

**Status of partner LEA (a. LEA percentage of schools that are low performing or b. Renewal of a waiver for LEA requirement of 25% or more schools low performing)**

Charlotte-Mecklenburg Schools (CMS) serves as the LEA partner for UNC Charlotte. According to 2022-2023 school data, 58 of the 171 schools in CMS are identified as low performing. This indicates that 34% of CMS schools are identified as low performing.

**Description of the student population to be served by your school, including student demographics.**

Niner University Elementary (NUE) is identified as a Title I school with more than 95% of students qualifying for free or reduced lunch. As a result, NUE was identified as a Community Eligible Program (CEP) school in 2023. Currently, 100% of the student population identifies as minority, with 97% identified as African American. Additionally, approximately 27% of students are identified as exceptional children and 7% are homeless. NUE does not anticipate any significant changes in demographics as the school continues to grow.

**Identify the grade levels served and total projected student enrollment by year in the table below.**

Academic School Year	Grade Levels and Students Per Grade Level									Total Projected Student Enrollment
	K	1	2	3	4	5	6	7	8	
Year Six (2025-2026)	X	X	X	X	X	X				200
Year Seven (2026-2027)	X	X	X	X	X	X				200
Year Eight (2027-2028)	X	X	X	X	X	X				200
Year Nine (2028-2029)	X	X	X	X	X	X				200
Year Ten (2029-2030)	X	X	X	X	X	X				200
A laboratory school must serve students in at least three consecutive grade levels in the range of kindergarten through eighth grade (§ 116-239.6(4)).										

**State your school's specific and measurable goals that you developed for the first five years of operation in each of the following areas and indicate progress toward meeting those goals:**

**Academic Program – Initial Goal(s)****Academic Program – Progress toward Goal(s)****Literacy**

- 80% of students will read proficiently by 3rd grade, maintaining proficiency levels through 5th grade.
- 80% of students will compose texts of at least three different genres with grade-level standards by the end of third grade.
- All K-5 students will show growth on grade-level summative assessments.
- All students exposed to an intervention will make a minimum of .75 year growth and meet IEP goals as applicable.

**Mathematics**

- 80% of K-2 students will earn at least an 80% or higher on the NCDPI End of Year assessment.
- 80% of 3-5 students will earn at least a level 3 on End of Grade test.

**Science**

- 80% of grade 5 students will earn at least a level 3 on the End of Grade test.
- All K-5 students will show growth on grade-level summative assessments.

**Social Studies**

- All K-5 students will show growth on grade-level summative assessments.

**Literacy**

- 43% of third graders are at or above the benchmark, 41% of fourth graders are at or above the benchmark, and 32% of fifth graders are at or above the benchmark (January 2024 MOY DIBELS data). In 2023, 30% of third graders and 37% of fourth graders met proficiency on the state reading EOG. While NUE has not met the 80% goal, our reading growth index (1.50) indicates that students are moving towards goal attainment.
- Students in all grades complete writing prompts/assessments with every reading unit. The prompts require writing in different genres. Students are assessed utilizing writing rubrics. To date, 100% of all students on the general education curriculum are writing in at least three different genres, but not all are meeting grade level standards.
- Each three-week reading unit includes one assessment per week; the third is a summative assessment. NUE implements standards-based grading. Weekly and summative/unit assessments are uploaded in Mastery Connect (online platform) to cumulatively measure students' progress towards mastery of grade level standards. Most students are "approaching" mastery and continue to show progress towards goal attainment.

**Mathematics**

- Recognizing that students in all grades were struggling with foundational math skills, NUE implemented a universal math screener focused on Number Sense. Students are assessed three times each year to monitor progress towards mastery of these foundational skills.
- In 2023, only 30% of third graders and 16% of fourth graders met proficiency on the state math EOG. Using this data, the Number Sense Screener, and math summative assessments, NUE made curricular changes to improve math achievement. Students participate in daily math interventions and weekly response-to-data action plans to improve proficiency scores.

**Science and Social Studies**

- This is the first year that NUE has a 5th grade class. Students will take the science EOG for the first time at the end of this school year; therefore, there is no data available at this time.

	<ul style="list-style-type: none"> <li>Science and social studies are integrated in the literacy curriculum. Teachers supplement instruction to meet grade level standards using a variety of curricular and hands-on resources.</li> </ul>
Teacher and Principal Preparation and Development – Initial Goal(s)	Teacher and Principal Preparation and Development – Progress toward Goal(s)
<ul style="list-style-type: none"> <li>Preservice teacher candidates will:               <ul style="list-style-type: none"> <li>1. Utilize research-validated instructional practice in P-12 class settings</li> <li>2. Demonstrate content knowledge in subject areas (e.g., mathematics and literacy)</li> <li>3. Enact culturally sustaining pedagogy</li> <li>4. Engage in embedded coaching and reflection throughout coursework and clinical experiences</li> <li>5. Establish an effective and engaging learning environment</li> <li>6. Use high leverage, focus practices in instruction</li> </ul> </li> <li>In-service teachers will:               <ul style="list-style-type: none"> <li>1. Model research-validated instructional practice</li> <li>2. Demonstrate high leverage, focus practices in instruction</li> <li>3. Engage in ongoing professional development and reflection</li> <li>4. Enact culturally sustaining pedagogy</li> <li>5. Demonstrate a sustained commitment to the profession</li> <li>6. Maintain high metrics on value-added measures of student growth</li> <li>7. Mentor/coach teacher candidates during clinical experiences</li> <li>8. Serve as leaders in the profession</li> </ul> </li> <li>School counselors-in-training will:               <ul style="list-style-type: none"> <li>1. Develop skills in leading a comprehensive school counseling program that supports students' social/emotional, academic, and career development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Preservice teacher candidates have successfully met these goals through enhanced clinical experiences. Two NUE cohorts have completed a full year of study at the school since January 2022. Teacher candidates complete their course work and clinical experiences at the school primarily providing small group instruction during math and literacy. The teacher candidates utilize content knowledge to implement interventions twice weekly throughout the year. Preservice candidates in Cohort 1 completed LETRS training.</li> <li>In-service teachers implement NUE frameworks for instruction, which are found in research-validated instructional practice. Frameworks were developed in collaboration with math, literacy, social studies, and science experts from the Cato College of Education. Teachers are provided professional learning and ongoing coaching through classroom observation and weekly data discussions in professional learning communities (PLCs). The in-service teachers provide mentoring to preservice candidates with guidance from the Charlotte faculty teaching the courses. Charlotte faculty members participate in data discussions regarding students and curricular decisions. NUE teachers have participated in two cohorts of LETRS training, resulting in strong knowledge of the science of reading.</li> <li>School counselors in training collaborate with the NUE school counselor to develop skills to implement a comprehensive program. Counselors-in-training collaborate with the school counselor, teachers, and other stakeholders to develop and implement plans of support for individual students, classrooms, grade levels, and/or families at NUE.</li> <li>The professional school counselor has established a strong, comprehensive foundational counseling program at NUE. Since opening during the pandemic, the counselor has remained adept at analyzing needs and utilizing data to adapt the program as needed. The counselor collaborated with stakeholders to develop and</li> </ul>

- 2. Develop skills in school counseling advocacy and consultation
- 3. Engage in ongoing professional development and reflection
- 4. Develop and implement improvement plans in collaboration with the Niner University Elementary School counselor
- 5. Engage in embedded supervision and reflection throughout coursework and internship experiences

- The professional school counselor will:

- 1. Demonstrate skills in leading a comprehensive school counseling program that supports students' social/emotional, academic, and career development
- 2. Demonstrate skills in school counseling advocacy and consultation
- 3. Serve as school counseling site supervisor for practicum students and/or interns each semester
- 4. Contribute to a safe, understanding, and supportive school environment
- 5. Communicate frequently and effectively with all school counseling stakeholders
- 6. Engage in professional development

- Principal candidates will:

- 1. Develop skills in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, micropolitical leadership, and academic achievement leadership
- 2. Engage in ongoing professional development and reflection
- 3. Develop and implement improvement plans in collaboration with the Niner University

implement social emotional learning and crisis plans to meet the needs of the school. The counselor has attended various conferences and state trainings to continue to improve practice and make informed decisions at NUE.

- Principal Fellows from the Cato College of Education collaborated with NUE prior to the school's opening to analyze plans for the school and provide feedback regarding operations, curriculum, staffing needs, and resources.
- The principal collaborates with various stakeholders within the school, across the university, and community partners. In these first years, this leadership has facilitated the implementation of evidence-based instructional frameworks, successful partnerships with numerous university and community partners, and developed a strong team of teachers and leaders. The principal has established an Instructional Leadership Team that analyzes data and collaborates to make informed decisions regarding student learning, parent engagement, and professional development. Data from the Tripod Survey conducted by EPIC each year, indicates that the principal has established a safe, understanding and supportive school environment. The principal communicates with stakeholders frequently providing weekly "Niner Nuggets" to staff and COED faculty, monthly "Niner News" to families, and ongoing messages via email, texts, and SeeSaw announcements. The principal engages in ongoing professional development.

Elementary School principal

- 4. Engage in embedded coaching and reflection throughout coursework and internship experiences
- The principal will:
  - 1. Demonstrate skills in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, micropolitical leadership, and academic achievement leadership
  - 2. Plan for and sustain ongoing professional development of teachers
  - 3. Mentor/coach principal interns each semester
  - 4. Create a safe, understanding, and supportive school environment
  - 5. Communicate frequently and effectively with all stakeholders
  - 6. Engage in professional development

**Operational – Initial Goal(s)**

- Based on five-year ADM projection, the school will meet annual enrollment goals by collaborating with various stakeholders to develop a marketing and student recruitment plan and retaining 90% of students at the end of each year.
- Establish and maintain systems through Human Resources to ensure that decisions about personnel recruitment, employment, salary, benefits, and working conditions meet UNC Charlotte requirements.
- Develop systems and processes for conducting state-mandated background checks to support school safety regarding personnel, substitutes, volunteers, and external partners working with students.
- Enhance communication between and

**Operational – Progress toward Goal(s)**

- NUE opened in August 2020. Restrictions imposed as a result of the pandemic significantly impacted student recruitment. As a result, the school enrolled half of the projected enrollment (79 students) for its first year. Through collaboration with various stakeholders, the school has doubled its enrollment since year one. Currently, 77.7% of students enrolled at NUE were retained from 2022-2023.
- In 2019, UNC Charlotte organized and maintained a Human Resource team that met monthly (or sometimes more) to establish systems and processing to guide personnel recruitment, employment, salary, benefits, and working conditions at the lab school. All practices are aligned to the university requirements.
- All employees at the lab school complete state-mandated background checks prior to employment. The university provides background checks for volunteers. All MOUs

<p>dissemination of vital information to all constituencies, especially parents and teachers, by developing and maintaining a school-community relations plan.</p> <ul style="list-style-type: none"> <li>● Organize, maintain and expand internal and external partnerships to maximize resources that will enhance student achievement, professional development and educator preparation.</li> <li>● Respond to internal and external stakeholders expectations and needs by conducting annual surveys to obtain feedback that will enrich our educational program and stakeholder engagement.</li> </ul>	<p>with partners require that background checks are conducted for anyone working in the building.</p> <ul style="list-style-type: none"> <li>● Stakeholders in the school community receive monthly newsletters sharing celebrations, important information, and upcoming events at the school. NUE utilizes email, text, and SeeSaw (learning management system) to communicate with all on a monthly, weekly, and “as needed” basis. Additionally, a weekly internal communication, “Niner Nuggets,” is shared with teachers and Charlotte faculty members.</li> <li>● NUE has established and maintains numerous partnerships throughout the Charlotte community. These include: Greater Enrichment Program, Children’s Theatre of Charlotte, Schermco, Milestone Therapy, Inc, Kintegra, Family First Community Services, Vision to Learn, and more.</li> <li>● Stakeholders at NUE participate in the annual Tripod Survey conducted by EPIC as part of the UNC System’s Annual Review of the Laboratory Schools. Through our partnership with Schermco, NUE added a pre/post Parent Engagement Survey beginning in August 2023.</li> </ul>
Budget and Financial – Initial Goal(s)	Budget and Financial – Progress toward Goal(s)
<ul style="list-style-type: none"> <li>● Create a balanced school budget that is aligned with the vision, mission, and commitments of the school.</li> <li>● Ensure the school operates within the approved operating budget for each academic year.</li> <li>● Pursue external funding that generates revenue at approximately 2%-%5 of total operating budget to enhance the school’s vision, mission and commitments.</li> <li>● Develop and maintain systems (through UNC Charlotte Cato College of Education, Grants and Contracts Administration, and applicable Financial Services departments) that provide information and record-keeping to enable the principal and other school administrators and leaders to operate the school consistent with goals 1-3 listed above.</li> </ul>	<ul style="list-style-type: none"> <li>● All human and fiscal allocations are aligned to the vision, mission and commitment of the school. Since NUE has not met projected enrollment, the university has needed to provide more funding than initially planned.</li> <li>● NUE has exceeded its originally planned budget each year, due to pandemic costs and student enrollment.</li> <li>● As a Title I school, NUE receives federal funding each year. This funding has been used to support NUE’s summer programming. The school received additional ESSER funding which was used for additional staffing and resources needed during and post-pandemic.</li> <li>● In year two, NUE hired a Business Services Coordinator to provide information and record-keeping for the school. This position worked closely with the principal to meet all budget and financial requirements for the school, including reports to NCDPI, UNC Charlotte, and the System Office. This position has been vacant since July 2023 as the school continues to search for the best candidate.</li> </ul>

**Governance- Initial Goal(s)****Governance- Progress toward Goal(s)**

- Organize and sustain the Advisory Board in accordance with N.C.G.S. § 116-239.8(a)(1) that will meet at least quarterly and advise the Chancellor about policy, personnel, and operational matters at Niner University Elementary School.
- Develop a process for onboarding Advisory Board members to ensure understanding of their roles and responsibilities, as well as, the vision, mission and commitments of the lab school.

- An Advisory Board was established in 2020 and meets quarterly to review, discuss, and advise the Chancellor regarding policy, personnel, and operational matters for the school. The Cato College of Education Dean serves as the Board Chair.
- Individuals invited to serve on the Advisory Board are provided information regarding roles and responsibilities prior to accepting the position. At the first meeting of each new academic year, counsel from the Office of Legal Affairs provides a review of the lab school legislation and statutory responsibilities of all Advisory Board members.

**Academic Program**

Provide a detailed description of the current academic program for K-8 students served in your laboratory school, indicating the primary features of the learning environment, instructional methods, and assessments. Include any unique or innovative features that are integrated into instruction for students. Describe any changes to curriculum and instruction that are planned for Year 6 to Year 10.

**Literacy**

Niner University Elementary utilizes a comprehensive literacy framework to meet the needs of our diverse learners. The whole group literacy program is aligned to the Science of Reading and divided into ten units that are each three weeks in length. The literacy units include vertically aligned knowledge building topics with essential questions that guide each unit. Each unit also has a research and inquiry project which provides an opportunity for students to confront and analyze different aspects of a unit topic in greater depth using multiple texts and other source materials. Across the units, projects become progressively more challenging and ensure that students acquire deeper topic knowledge as well as grade-level research skills they can apply across the curriculum. Additionally, social studies and science topics are embedded throughout the units. Students are engaged in authentic literature that represents a variety of cultures and backgrounds daily. Students in Kindergarten through first grade engage daily in shared reading, decodable texts, phonological awareness, phonics, fluency, comprehension, vocabulary, writing, and grammar lessons during whole group instruction. Students in second grade engage daily in decodable readings, phonological awareness, phonics and word study, fluency, comprehension, vocabulary, writing, and grammar lessons. Students in third through fifth grade engage daily in decodable readings, short and extended reading of texts, phonics and word study, phonics specific spelling practice, high frequency words, fluency, metacognitive and fix-up strategies, vocabulary, writing, and grammar lessons during whole group instruction. Each literacy unit includes a writing component that requires students to engage in the writing process across genres, including narrative, expository, descriptive, and persuasive. Each literacy unit includes a weekly assessment at the end of weeks one and two and a summative unit assessment at the end of week three that includes standards taught throughout the entire unit. Interim assessments are administered at the beginning of the

year as a baseline for student knowledge of the grade level standards, after the completion of Unit 3, Unit 6, and at the end of the year to assess student growth throughout the year. Kindergarten and first grade students complete a phonological awareness assessment at the beginning of the year, middle of year, and end of year to assess phonological awareness knowledge and guide daily instruction.

In addition to whole group literacy instruction, every child at Niner University Elementary receives small group literacy instruction four days per week. Each child is administered a placement assessment at the beginning of the school year to determine their specific areas of need. Students are homogeneously grouped with peers in their grade level or in another grade level. Teachers and teacher assistants conduct small groups using a variety of literacy interventions to best meet each child's needs. Students take mastery tests after every ten lessons to ensure they are proficient in the skills that were taught in previous lessons. After the mastery tests are administered, students will progress to the next set of lessons or they will be retaught the previous set of lessons until they attain mastery of the skills. On the fifth day of each week, students are progress monitored using DIBELS. Additionally, students in grades 2-5 receive weekly fluency and comprehension interventions as well. Students in grades K-5 are administered the DIBELS assessments at the beginning of the year, middle of year, and end of year. Students in grade 3 take the Beginning of Grade 3 test and students in grades 3-5 take the North Carolina End of Grade Reading Test. Students in grades 3-5 also take the NC Check-Ins.

### **Mathematics**

At NUE, we focus on building the conceptual understanding of math through a variety of instructional strategies. Students engage in daily number talks that promote number sense, mental math, and the development of computational fluency. Students also participate in a daily number corner that focuses on the spiral review of supporting mathematical standards. Number Corner features short daily workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level. New pieces are added to the display each day, providing starting points for discussions, problem solving, and short written exercises. The whole group mathematics program is inquiry-based and student-centered. The program focuses on developing mathematical reasoning while creating an inclusive and equitable learning community for all students. Students use developmentally appropriate tools and manipulatives when engaged in mathematics instruction at NUE. There are eight units which are divided into four modules in each unit. Each module dives deeper into the focus standards and builds upon previous modules. Each unit includes weekly common formative assessments as well as an end of unit assessment at the completion of each unit. In addition to whole group mathematics instruction, students participate daily in personalized, differentiated learning in which students complete differentiated tasks that support or reinforce the concepts being taught during whole group instruction.

Every child at Niner University Elementary also receives small group math interventions five days per week. Each child is administered a placement assessment at the beginning of the school year to determine their specific areas of need. Students are grouped with peers on the same level and receive the small group instruction focusing on building numerical reasoning to find the best strategies to solve problems. Students take mastery tests after every five lessons to ensure proficiency in the skills that were taught in previous lessons. After the mastery tests are administered, students will progress to the next set of lessons or they will be retaught the previous set of lessons until they attain mastery of the skills. Students in grades K-5 are administered Universals Screeners for Number Sense in the fall,

winter, and spring. Students in grades 3-5 take the North Carolina End of Grade Mathematics Test. Students in grades 3-5 also take the NC Check-Ins.

### **Science and Social Studies**

Science and social studies content standards are embedded in literacy instruction at NUE. Additionally, science standards are taught through inquiry-based instruction. Teachers use a variety of literature and hands-on activities when delivering science lessons. A faculty member from the Reading and Elementary Education (REEL) Department meets with NUE teachers to provide ongoing training and support for instruction. The faculty member collaborates with teachers to review standards, resources, and evidence-based strategies for teaching and learning.

### **Arts Integration**

At NUE, arts are integrated into the literacy and math curriculum. Students complete literacy and math projects focused on art, music, theater, and dance. NUE has an Arts Coordinator/teacher who provides weekly art and/or music instruction to students. Each grade level team meets with the Arts Coordinator monthly to discuss strategies for arts integration and promote the implementation of practices that provide students with multiple modalities for learning. Teams collaborate to plan instruction that is aligned to the NC Standard Course of Study. This includes creating assessments and rubrics that measure student outcomes. Additionally, the Arts Coordinator collaborates with university and community partners to provide additional instruction and/or support to classroom teachers. Each year NUE hosts at least one showcase event to highlight achievement in the arts.

### **Year 6 to Year 10**

NUE has worked diligently to establish and maintain evidence-based frameworks for instruction. Growth data across all subjects and grades indicates that the school is moving in the right direction. We are planning on partnering with a community organization to incorporate STEAM based projects that we can embed in our literacy, math, and science curriculum. Moving forward, the school will continue to implement its current evidence-based frameworks for instruction while continuously analyzing data to make adjustments as needed. With a child-centered approach, the school recognizes the importance of continuous improvement to meet the needs of individual students. Additionally, NUE has designed a plan for onboarding new teachers to ensure understanding and implementation of best practices. The critical component to student success in years to come will be the ongoing training, support, and development of teachers. NUE will continue to collaborate with university faculty, community partners, and teacher leaders within the building to improve teaching and learning across all subjects and grades.

### **Student Achievement**

Provide a detailed description of the academic progress of students from Year 1 to Year 5. Include state-level accountability measures (EOG proficiency and growth for reading, math, and science) and other assessments used to measure student academic progress with a minimum of beginning of year and end of year information being included. Charts, graphs, or visual representations with accompanying narrative are encouraged. Information about your school's academic outcomes in comparison to the academic outcomes of your local education agency partner district are welcomed within your narrative and/or visual representations.

NUE opened as a K-2 school, so students did not participate in State End-of-Grade (EOG) testing until having a third grade in 2021-2022. The first third grade class to take the Reading EOG in 2021-2022 showed gains from the beginning of the year to end but did not meet expected growth. Only 12.5% of third graders score a level 3 or higher. Prior to EOG testing, classroom assessment data indicated that curriculum and instructional improvements were needed. As a result, Cato College of Education reading faculty, NUE leaders and teachers formed a committee to select a new literacy curriculum. The team utilized the [Institute of Education Sciences \(IES\) rubric](#) to identify a resource that is robustly aligned to the science of reading and would therefore complement our literacy framework. Additional training and support were provided to teachers and assistants at the beginning of the next school year. The professional learning and curriculum resources, along with intentional daily interventions (as described in the Academic Program section) resulted in significant improvements in reading growth on State Reading EOG scores from -2.87 in 2022 to 1.50 in 2023. With this trend in growth, NUE anticipates improvements in EOG Reading proficiency scores. (Appendix A)

With -0.25% growth index on EOG Math assessments, NUE barely met growth requirements in 2023. To improve math growth and proficiency scores, NUE partnered with Cato College of Education math faculty to make informed decisions for classroom instruction and interventions. The school purchased and trained staff in a new intervention resource to improve student understanding of foundational and grade level mathematical concepts. The implementation began in January 2024, starting with diagnostic assessments in December 2023. Additionally, the Reading and Elementary Education Department provided a course release for the faculty member to spend ten hours per week at NUE. This allows the faculty member to observe classes, provide feedback, and meet with teachers during PLCs to improve math practices. Weekly progress monitoring and summative assessments indicate that students are slowly and steadily making improvements.

In addition to State EOG testing, scholars at NUE also participate in [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS\)](#) assessments three times each year (beginning, middle, and end). Similar to math and reading EOG scores, less than 50% of NUE scholars are performing at or above the benchmark for grade level expectations; however, the numbers indicate growth across all grades. The tables below illustrate DIBELS assessment results. The first indicates DIBELS EOY composite scores for grades K-3 comparisons from 2022-2023. The second chart indicates the percentage of 1st-5th grade students at or above benchmark in oral reading fluency over the course of three years. It is important to note that years 2022 and 2023, are end-of-year assessment results, while 2024 indicates student mid-year performance in this area. (Appendix B)

NUE utilizes the Forefront Number Sense Screener to determine student readiness for grade level content. The universal screener is administered to students three times each year (beginning, middle, end) to determine students and/or specific areas of need. NUE has analyzed this data to make determinations regarding small group instruction and interventions for students. Similar to EOG math reading scores, K-2 students are performing below grade level expectations. Beginning in January 2024, NUE is collaborating with university faculty to make informed changes to the math framework for instruction. Additionally, teachers in 1st and 2nd grade are implementing new math curricular resources for interventions (as mentioned for students in grades 3-5). (Appendix C)

Indicate specific performance goals for student achievement for Year 6 to Year 10 for each grade level your school serves. Description should include goals for state-level accountability measures and other assessments used to measure student academic progress.

NUE will continue to strive for similar student achievement goals set by the Curriculum Design Team prior to opening the school. These goals focus on outcomes for state and national assessments that

measure student performance.

- 80% of 3-5 students will earn at least a level 3 on State Math, Reading, and Science EOG Tests.
- 80% of students will compose texts of at least three different genres with grade-level standards by the end of third grade.
- 80% of K-2 students will earn an 80% or higher on the NCDPI End of Year math assessment.
- 80% of K-3 students will be at or above benchmark as measured on the end-of-year DIBELS assessment in nonsense word fluency.
- 80% of 1st-3rd grade students will be at or above benchmark as measured on the end-of-year DIBELS assessment in oral reading fluency.

### **Social, Emotional, and Health**

Provide a detailed description of the range of services to address students' social, emotional, and health related needs that have been provided to students from Year 1 to Year 5. The inclusion of data related to these efforts is encouraged. Highlight activities that are innovative or yielded high success levels.

To best meet the needs of the targeted population for lab schools, the Curriculum Design Team at the Cato College of Education determined that NUE would become a trauma-invested school. Professional learning was provided to staff members prior to opening the school and has remained an intentionally focused area. NUE offers training through faculty from the university, as well as community partnerships. The school has also partnered with organizations to provide training for parents and caregivers.

Prior to opening, a sub-committee led by School of Counseling faculty members selected a curriculum focused on social emotional learning. The curriculum included resources for morning and closing circles, staff development, and schoolwide implementation. Since then, the school has purchased and implemented supplementary materials and training to assist teachers with strategies to help students with emotional regulation.

#### **NUE's Why and Vision:**

As a trauma-invested school, NUE's compelling reason and vision for SEL is to change the trajectory of students' lives by teaching them to utilize social, emotional, and academic skills to become resourceful and resilient life-long learners. Our ultimate goal is to extend the lifespan of students who may be or are at-risk for experiencing adversities in life.

#### **SEL Mission Statement:**

We cultivate resourceful, resilient citizens by teaching social, emotional, and academic skills in a trauma-invested learning environment.

### **Beliefs about Social & Emotional Learning:**

1. All students need a balance of academic and social-emotional learning.
2. Students learn and apply SEL skills when they are explicitly and intentionally integrated into daily lessons.
3. A positive school culture and climate is the foundation for all social & emotional learning.
4. All stakeholders are responsible for contributing to the ongoing development of SEL skills.
5. A trauma-invested approach is the glue that binds academic and SEL success together.

### **Core SEL Plan**

NUE will utilize the Caring School Community Curriculum (CSC), school-wide to implement SEL into classrooms. Teachers will implement SEL strategies throughout the day by having morning and closing meetings, classroom procedures, calming corners, window of stress tolerance charts, emotion identification charts, and other school-wide practices.

The Caring School Community Curriculum will meet the SEL needs of all students in grades K-5. Stakeholders who will be responsible for solid implementation of CSC are the principal, curriculum coordinator, and school counselor.

### **Staff Members and Responsibilities/ Specialized Instructional Support Personnel (SISP):**

**Principal:** Share, guide, model, and monitor staff implementation of Caring School Community curriculum and trauma-invested practices.

**School Counselor:** Help model, support, and monitor staff implementation of Caring School Community and trauma-invested practices.

**Curriculum Coordinator:** Support and monitor teachers in implementing Caring School Community.

**Social Worker:** Engage in SEL/MH support by meeting the needs of MCV students and all students.

**EC Coordinator/Resource Teacher:** Support staff/students by meeting the needs of exceptional students.

**Media/Technology:** Support staff/students through books and technologies that support SEL.

**Arts Coordinator:** Support staff/students by utilizing trauma-invested practices and social/behavioral interactions.

**Classroom Teachers/Teacher Assistants:** Implement CSC curriculum and trauma-invested practices with fidelity.

**Play Therapy Interns:** Engage in therapeutic practices to support students SEL/MH.

**School Counselor Intern:** Aide the school counselor in supporting staff/students with SEL/MH needs.

**Social Work Intern:** Aide the social worker in supporting SEL/MH needs of students.

Though schoolwide expectations for social emotional learning are implemented daily, some scholars require more support to be successful. NUE has university and community partnerships that allow the school to provide additional supports to students as needed. Through UNC Charlotte's graduate

certificate in play therapy, NUE hosts counselors-in-training each year to provide therapeutic services. This enables NUE to offer play therapy to students demonstrating internalizing and/or externalizing behaviors (see chart below). Identified NUE students participate in weekly therapy sessions as needed. Students demonstrating more severe behaviors are referred to the onsite school-based mental health therapist provided through a partnership with Family First Community Services, LLC. Sustained efforts to provide a variety of mental health supports have resulted in fewer suspensions, additional classroom support, and the mitigation of barriers that often prevent young children from receiving the care needed. (Appendix D)

NUE has partnered with faculty from Cato College of Education's Special Education Department to improve school wide behavior practices. In January 2023, partnership with faculty members and students in the Board-Certified Behavior Analysis (BCBA) program was established. This partnership has resulted in improved practices for addressing behavior needs at Tier I, II, and III levels. This work began with a [Tiered Fidelity Inventory \(TFI\)](#) conducted in Spring 2023. Stakeholders collaborated to analyze the data and make informed decisions for the coming school year. With guidance and feedback from the university behavior experts, the teachers and staff collaborated to redesign the Core (Tier I) plan for addressing student behaviors. The plan was implemented on the first day of school in August 2023, and Fall 2023 data indicate significant improvement in core practices. (Appendix E)

To look more closely at individual student needs, teachers completed the [Student Risk Screening Scale \(SRSS\)](#). SRSS is a 12-item universal screener used to detect K through 12<sup>th</sup> grade students who are at increased risk for antisocial and/or internalizing behavioral concerns across. Below are results for the Fall 2023 screener. (Appendix F) Utilizing this data and school-wide discipline data, grade level teams collaborated with university experts to identify students who require Tier II and/or III supports. Teachers received additional training on practices for these supports in December 2023. Students receiving these supports are progress-monitored weekly and adjustments are made as needed.

## Exceptional Children

Provide a detailed description of the range of exceptional children's services that have been provided to students from Year 1 to Year 5. Information related to the number of students served and in what capacity, along with the percentage of EC students within your school population should be included in the description. In addition, include any additional progress or assessment data that is specific to your EC population and indicates growth (academic, social-emotional, etc.).

NUE offers a full continuum of support services to students identified as exceptional children (EC). The school opened with two EC positions: one serving as the EC Coordinator/teacher and the second as an EC teacher. NUE has a partnership with [Milestone Therapy, Inc](#) to provide speech/language, occupational, and physical therapy to students who meet the state requirements for these services. The [Center for Educational and Psychological Evaluations \(CEP\)](#) partners with NUE to conduct all necessary evaluations required to identify and/or reevaluate a student's placement in the exceptional children's program.

As a K-2 school in 2020-2021, NUE had 79 students enrolled. Of those 79 students, 24% of learners were identified as exceptional children. Among those were two kindergarten students on the autism spectrum. Though the general population remained remote for three quarters, those two students came to school three days a week to receive face-to-face instruction from EC teachers. Additionally, the EC teachers pushed into remote learning environments with classroom teachers and/or created separate virtual spaces for identified students. In compliance with state and federal guidelines, the team implemented virtual IEP meetings in order to remain up to date with all initial and annual reviews, as well as reevaluations.

Since opening, the exceptional children population has continued to increase along with student enrollment. Many of the students in the program are identified as needing speech and language services and are served through our partnership with Milestone Therapy. A therapist from this organization is at NUE multiple days each week to provide services in the classroom and a separate setting. Only one student at NUE requires physical therapy and receives those services in a separate setting one day each week. Some students qualify for occupational therapy, which is provided weekly in a separate setting as well. (Appendix G)

With the increased number of learners in the EC population, NUE has added two EC teacher positions to meet the growing needs of identified students. In compliance with state and federal law, NUE seeks to serve students in their least restrictive environment. As a result, services to most students are provided through inclusion in the classroom setting and/or small groups in the resource classroom. Depending on their identification and specific needs, students receive support in academic areas, behavior, and/or social skills. Additionally, NUE has two students who are eligible to receive instruction through the NC Extended Content Standards. Students identified in this area receive all academic instruction in a self-contained classroom where an adapted curriculum is implemented. EC students following the NC Extended Content Standards integrate with their grade level peers for recess, lunch, and itinerant classes (P.E., music, art, etc.). (Appendix H) According to 2021-2022 NCDPI data, though not proficient, students in the subcategory of “Students With Disabilities” (SWD) met expected growth on the End-Of-Grade tests in 2022-23.

### **Teacher and Principal Preparation and Development**

Provide a detailed description of the range of activities that have been implemented to prepare and develop educator candidates (teacher and principal) from Year 1 to Year 5. Highlight particular activities that have been innovative or yielded high levels of success.

#### **Teacher Candidate Development in the Area of Reading**

The most innovative activity that has been implemented to prepare and develop Teacher Candidates (TCs) has been the implementation of enhanced clinicals at NUE through the Niner University Elementary (NUE) Cohort and the UNC Charlotte Reads Tutoring program (see Table 1 for details). Enhanced-clinical experiences are opportunities for teacher candidates to apply what they are learning in their literacy courses with children at local elementary schools with real-time feedback from faculty or other expert educators.

### ***NUE Cohort***

The NUE cohort is a group of TCs that take two semesters of courses (Appendix I) and complete their clinical experiences at NUE. The NUE cohort began in the Spring of 2022 with 18 dual licensure (elementary and special education) TCs and 4 elementary education TCs. In this first semester, TCs implemented approximately 18 lessons using Florida Center for Reading Research (FCRR) materials. TCs were not paired with individual students but worked with one student during each lesson. The TCs in the cohort also supported mathematics instruction. Each TC was paired with one to two students and provided small group instruction. The following semester, 20 TCs returned and served 30 NUE students. TCs implemented 9 QuickReads lessons (an evidence-based reading fluency program) and 9 small group lessons using the school's Benchmark Curriculum materials.

The second NUE cohort began in Spring 2023, 10 TCs participated in the NUE cohort and served 10 NUE students in grades 1-4. TCs were trained in explicit instruction and implemented 3 lessons using Florida Center for Reading Research (FCRR) materials and created and implemented 4 review lessons. They were also trained in the evidence-based foundational skills program, UFLI Foundations and implemented 12 lessons. In total, NUE Cohort TCs implemented 19 reading lessons during their first reading course. The TCs also supported mathematics instruction in K - 2 and in pairs provided a half hour of small group mathematics instruction that reinforced grade level concepts. In Fall 2023, 13 TCs participated in the NUE cohort and served 18 NUE students in grades 2-5. TCs were trained in QuickReads, and implemented 20 lessons focused on fluency, vocabulary, and/or comprehension during the Fall 2023 semester. The TCs worked in pairs to provide small group instruction for students in Grades 3 - 5. The TCs were trained in Do The Math and implemented ten lessons on fact fluency.

### ***UNC Charlotte Reads Tutoring Program***

The goal of the UNC Charlotte Reads Tutoring Program is two-fold: (a) to provide teacher candidates in SPCD and REEL with early and/or enhanced clinically experiences prior to student teaching, and (b) to help meet the literacy needs of K-3 learners in local schools by teacher candidates providing supplemental tutoring of evidence-based literacy programming (e.g., Sound Partners, QuickReads). UNC Charlotte Reads Tutoring Program has received two cycles of funding from the Belk Foundation and has been highlighted as a [model for teacher preparation in literacy](#).

- [Spring 2022](#): programming expanded to NUE from its original site at Hornets Nest Elementary School. Across 2 sites, 34 TCSs implemented reading intervention after school to 43 students (35-45 min, 2x/wk for 9-10 wks) with 8 TCs at NUE. In [Fall 2022](#), programming was scaled to include even more elementary education major TCs and across 2 sites 63 TCs implemented reading intervention afterschool to 71 students with 23 TCs and 23 students at NUE. Analysis of Pre/Post program DIBELS data indicated, on average, students grew 13 (Spring 22) to 14 (Fall 22) correct letter sounds per minute and 4 (Spring 22) to 6 (Fall 22) words blended correctly per minute on nonsense word reading, 10 words read correctly per minute, and their reading accuracy increased by 13%.

- [Spring 2023](#): programming across 2 sites included 22 TCs implemented reading intervention afterschool to 43 students with 11 TCs and 20 students at NUE. Analysis of Pre/Post program DIBELS data indicated that students, on average, grew 10 correct letter sounds per minute, 5 words blended correctly per minute, 11 words read correctly per minute, and 10% reading accuracy increase.

- Fall 2023: 25 TCs participated in the UNC Charlotte Reads Tutoring Program and served 33 students

in grades 1-5 across two sites with 19 TCs and 21 students at NUE. Analysis of Pre/Post program DIBELS data indicated that students, on average, grew 13 correct letter sounds per minute, 5 words blended correctly per minute, 11 words read correctly per minute, and 16% reading accuracy increase.

- Spring 2024: included the expansion of programming to include a training designed for teacher candidates with Drs. Holly Lane and Valentina Contesse of the University of Florida Literacy Institute (UFLI) for the evidence-based program UFLI Foundations. This collaborative effort is multi-university with UNC Charlotte serving as a pilot educator preparation program.

In Spring 2024, despite lower COED enrollment and challenges with recruitment and scheduling for teacher candidates, 21 TCs are implementing new UFLI intervention to 30 students in grades 1-3 at 2 partnership sites with 8 TCs and 17 students at NUE. Data collection concluded in May 2024.

## **Teacher Candidate and NUE student Growth**

### ***Teacher Candidate Growth***

In Spring 2023 we collected survey data from TCs in the NUE cohort and those enrolled in the traditional campus section to determine if there were differences in TCs' knowledge about reading. Results from preliminary data analysis indicate NUE cohort TCs showed similar growth in their teacher knowledge about reading as compared to the traditional on campus cohort. This is an important finding considering TCs in the NUE cohort had 30 minutes less of instruction each week than their on-campus counterparts in order to allow for clinical experiences. This suggests the practical application of course content made up for the decreased instructional time.

### ***NUE Student Growth***

As part of a pilot of the NUE Cohort and UNC Charlotte Reads program in the 2022-2023 AY, we examined the potential impact of receiving semester-long supplemental literacy instruction implemented by TCs in the Niner Cohort and UNC Charlotte Reads programming, between-group analyses were conducted. To do so, we examined student outcome data in semester chunks (fall, spring) and grouped students according to when/whether they received supplemental instruction.

For both fall and spring groupings, BOY, MOY, and EOY data were first analyzed descriptively (Table 2). To examine the extent of possible impact of receiving supplemental instruction in fall, a series of one-way analyses of covariance (ANCOVA) were calculated between the supplemental and non-supplemental groups for each DIBELS subtest while controlling for BOY scores. For the impact of supplemental instruction in the spring, another set of ANCOVA tests were calculated for each DIBELS subtest while controlling for MOY scores. Descriptive statistics indicated a visible increase in DIBELS scores from BOY to MOY and from MOY to EOY for students in both the supplemental and non-supplemental instruction groups (Table 2).

Fall ANCOVA results revealed significant differences between groups with the supplemental instruction group scoring higher than the non-supplemental instruction group on all subtests: (a) NWF-CLS ( $F[1,78] = 6.537, p = 0.013, \eta^2 = .060$ ), (b) NWF-WRC ( $F[1,78] = 4.81, p = 0.031, \eta^2 = .079$ ), (c) ORF-WCPM ( $F[1,78] = 6.548, p = 0.012, \eta^2 = .079$ ), and (d) ORF-Accuracy ( $F[1,78] = 6.420, p = 0.013, \eta^2 = .078$ ). However, spring ANCOVA results revealed no significant differences between groups on any of the subtests. Indeed, the imbalance in numbers between the supplemental ( $n = 19$ ) and non-supplemental ( $n = 60$ ) groups in spring made the statistical analyses vulnerable to issues of low power. Moreover, descriptive statistics indicated that students receiving supplemental instruction in

the spring likely needed more intensive instruction than what was provided through the clinically-enhanced fieldwork (Appendix J). To note, all students grew significantly from MOY to EOY.

### ***Niner Summer Reading Camp***

Niner University Elementary (NUE) Summer Camp is a collaborative effort of NUE, COED, and GEP and has run since the first summer of NUE. In this report we provide the most recent results from summer 2023, however, access to information about [summer 2021](#) and [summer 2022](#) are hyperlinked accordingly. Moreover, NUE Summer Camp has been featured by EdNC for the [innovative approach to summer programming](#) and has been presented and published in high quality research conferences and in [peer-reviewed journals](#). Last summer, academic programming was directed by Dr. Erin Washburn and co-directed by Dr. Madelyn Colonnese of the Reading and Elementary Education (REEL) department. All GEP activities and operations were directed by Ms. Tangella Stephens.

In summer 2023, 51 NUE rising 1st-5th grade students received 50-55 minutes of tailored literacy instruction and 50-55 minutes of standards-based small-group math instruction over 18 days (4 wks/5 days a wk). Instructors received 9 hours of pre-camp training and included: 2 NUE staff, 10 UNC Charlotte teacher candidates (including 4 Mebane Early Literacy Scholars), and 3 UNC Charlotte alumni (1 former Mebane Early Literacy Scholar/Advisory Board Member). Literacy and math instruction and onsite coaching was led by two expert teachers from NUE and SPCD and the NUE counselor-led efforts to provide teachers and students with positive behavior supports.

Literacy instruction was aimed at providing learners with reading and spelling instruction that was tailored to their strengths and needs. A combination of evidence-based programs (Sound Partners, QuickReads, LETRS word chaining) was used to provide explicit and systematic instruction of phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. Math instruction was aimed at engaging learners in math fluency activities to further develop their number sense as well as lessons to develop their capacity to write mathematically. Analysis of NUE Summer Camp DIBELS data and Kentucky Center for Mathematics Fluency Assessments indicate that all NUE learners either grew or maintained their literacy and math skills in summer 2023. (Appendix J)

In fall 2023, SPED 4270-090 “Classroom Management” was added as a course option at CHARLOTTE. This course equips students with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on the implementation of a research-validated approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course will also prepare students to conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. Teacher candidates in this course observed classes, collected and analyzed data to develop instructional plans (NCPTS 1a1. GC, AC). They worked with classroom teachers and peers to engage in collaborative and collegial professional learning activities (NCPTS 1b1. GC, AC).

The Cato College of Education School of Counseling also engages school counselors-in-training to learn best practices in school counseling by job shadowing the NUE counselor and observing the school counselor when delivering school counseling core curriculum (classroom guidance), conducting large group consultation, and organizing school wide programs. The school hosts school

counseling practicum students and school counseling interns. School counselors-in-training complete one 150-hour practicum and two 300-hour internships during their course of study to prepare to be successful professional school counselors. NUE has hosted numerous school counseling interns, in addition to candidates seeking play therapy certification. Over the course of four years, NUE has hosted a combined total of 19 school counseling and play therapy interns.

	2020-2021	2021-2022	2022-2023	2023-2024
Teacher Candidates	0	34	63	73
Counseling Interns	4	6	6	3

## **Fiscal and Operational Sustainability**

### **Part I:**

Provide a detailed description of your institution's efforts to demonstrate effective and efficient fiscal and operational processes to support the activities of your lab school. Indicate evidence of sound audits for the first five years of operation. Highlight particular activities that have been innovative or yielded high levels of success.

Prior to opening the school, a Finance Team was established to create systems and processes to ensure effective and efficient fiscal management. Bi-weekly team meetings were facilitated by the lab school coordinator and consisted of various members from Financial Services, the Budget Office, and Cato College of Education Business Manager. The team collaborated to create a projected 5-year budget for operating the school. A decrease in student enrollment, unexpected costs due to the pandemic, and changes in teacher salary have impacted the original projections.

Each year, the principal submits information to the Budget Office which includes details regarding three years of the school's revenue and expenditures. The information includes a detailed summary of the previous year, as well as projections for the current and preceding year. Like all Public School Units (PSUs), NUE receives allotment information from NCDPI in the fall of the current year. This includes student allotment, exceptional children, and Title I money. Using this information along with personnel payroll, the principal collaborates with the Budget Office to determine the school's operating costs for the year. As the academic year closes, the budget is reviewed to discuss its efficiency and effectiveness, as well as to make informed decisions regarding the next year.

NUE participated in a Federal Programs Audit with NCDPI in February 2023. This audit included a review of Title I, Title II, and Title IV. As noted in the letter found in Appendix K, NUE met all federal program requirements. Since the lab school is a department within the College of Education of UNC Charlotte which is subject to annual financial statement audits by the Office of the State Auditor. The University's annual audits for the past 13 years have had no audit findings. This indicates that the financial statements, which include lab school results, fairly represent our financial condition which is

favorable. In addition, departments within the University undergo internal audits related to financial processes and there have been no findings related to the lab school.

## Part II:

Provide a detailed description of how you will demonstrate fiscal and operational sustainability for the next 5 years.

NUE started as a K-2 school and added a grade level each year, but is now at grade capacity as a K-5 school. The school has yet to meet its projected student enrollment, which has a direct impact on the operating budget. To improve student recruiting and establish a waitlist for potential scholars, NUE is collaborating with seniors enrolled as marketing majors in the Belk College of Business. The seniors are conducting research on the school, targeted demographics, and the surrounding area to design marketing plans for NUE. With a comprehensive marketing plan, NUE anticipates meeting and sustaining the projected student enrollment. Additionally, NUE collaborates with the Division of University Advancement to seek opportunities for partnerships and donors. In support of the lab school's projected annual budget, the university has committed non-general funds to ensure that the lab school continues to operate in a fiscally responsible manner.

## Notable Partnerships

Provide a detailed description of district, institution-level, and/or community partnerships that have been innovative and/or vital to serving the students at your school.

NUE has established and maintained several partnerships that are vital to serving the students. Most notable is the partnership with the Cato College of Education. As described in a previous section, NUE has partnerships with the Reading and Elementary Education, Special Education and Child Development, and Department of Counseling. Through these partnerships, students at NUE are served in a variety of ways.

In an effort to provide a strong, supplementary support program to families, NUE sought a partnership with the [Greater Enrichment Program](#) (GEP) of Charlotte. This partnership allows students at NUE to participate in a free before and after school program during the academic year, as well as a six-week summer program. NUE has approximately 50 students enrolled in the program each year. GEP provides academic, cultural, and social instruction for students. They have several sites across Mecklenburg County and more than 20 community partnerships that provide learning opportunities to students and families participating in the program. During afterschool and summer programming, Cato College of Education faculty partner with GEP to provide literacy and math interventions to students (details provided in Teacher and Principal Preparation and Development). GEP also provides numerous opportunities for parents to engage in learning by providing courses in parenting, financial literacy, stress management, reading with your child, and more. The partnership with GEP started during the pandemic in January 2021 and continues to be an integral part of NUE.

	2020-2021	2021-2022	2022-2023	2023-2024
Before/After School	13	32	52	54
Summer Program	49	48	50	TBD

During the first year of operations, all K-2 students at NUE participated in remote learning until March 8, 2021. From March 8th to June 7th, seven suicide assessments were conducted by the school counselor, three of which were credible threats. NUE referred these families and others to mental health services but found it difficult to get students the care needed. In an effort to mitigate barriers, NUE began a partnership with [Family First Community Services, LLC](#) to provide school-based mental health to identified students. Family First Community Services, LLC has served the Charlotte community since December 2006. During the first two years partnering with NUE, Family First provided a therapist at the school one day a week. As the number of clients increased, the position has become a full-time placement. NUE currently has a school-based mental health therapist five days a week. The therapist provides therapy to identified students, conducts social skills groups, and supports students during crisis intervention. Additionally, Family First provides comprehensive clinical assessments, medication management, and intensive home therapy for NUE students and families.

In an ongoing effort to serve the whole child and provide students with the health care needed, NUE has established two healthcare partnerships: Kintegra Dental ACCESS Program and Vision to Learn. The [Kintegra Dental ACCESS Program](#) was started in Gaston County in 2000 to provide dental care to children at Title I schools. The program has since extended beyond Gaston County and includes two Mobile Dental Units that each have three chairs, x-ray, and is fully staffed with a dentist and three dental assistants. NUE established the partnership with Kintegra in January 2023 and is currently the only Title I school served in Mecklenburg County. The dental bus comes to the school once per year (two consecutive days) to see all students with parent permission. The dental bus returns to provide general dental services to identified students. Kintegra works directly with families to provide additional care to students with dental issues that require more. [Vision to Learn](#) is a non-profit organization that started in April 2018 and partners with many schools in Charlotte. This organization provides free vision screenings, eye exams, and glasses to students. NUE established this partnership in Spring 2022. Since then, Vision to Learn has provided numerous students with glasses (sometimes including a second or third pair when glasses are lost or broken).

To support students experiencing food insecurity, NUE established a partnership with [Bags of Hope](#) in 2021. Through this partnership, NUE students take home a backpack with weekend food every Thursday. During extended periods away from school, students are provided additional food to be sure that they are fed over the break, as well as providing families with Thanksgiving meals each year.

Since its conception, NUE has planned to become an arts integrated school knowing that providing students with multiple modalities for learning supports their academic and social emotional learning. NUE established a partnership with the [Children's Theatre of Charlotte](#) at the beginning of the second year. Since then, the Children's Theatre has provided an artist-in-residence to serve students at NUE

one day each week. Students in every grade spend 45-minutes on an A-B week rotation with the artist who collaborates with our Arts Teacher/Coordinator to complement/supplement what students are learning in class. Each year, NUE has a Showcase to celebrate what students have learned and accomplished in the visual and performing arts.

To comply with safety measures to prevent the spread of COVID-19, NUE families were not permitted inside the building for the first two years of operations. Since then, the school has made a concerted effort to improve parent engagement. As part of that mission, NUE contracted with [SchermCo](#) to focus on parent empowerment. SchermCo is a national organization focused on improving educational opportunities in communities that need them most. During the Open House and the first two weeks of the 2023-24 academic year, SchermCo conducted a Parent/Family Survey to gather data that continues to guide decisions for families. NUE has collaborated with the organization to form a Family Empowerment Committee that meets monthly to plan events and opportunities for learning. Each month the team analyzes feedback from the previous event. Thus far, this data-informed decision making has had a positive impact. Additional data insights are found in Appendix L.

NUE has established two additional institutional partnerships this semester: Belk College of Business: Marketing Department and the David R Ravin School of Architecture. In an effort to improve student enrollment, NUE has partnered with senior students seeking a marketing degree. In MKTG-3250 Marketing Strategy Consultancy, seniors are required to complete a Capstone Project where they collaborate, problem solve, and present a marketing plan for an actual client. This semester, NUE is the client for two of the four course sections taught by Cindy Fox, Senior Lecturer in Marketing. The school's principal made a presentation to the students, answered questions, and shared the problem: student recruitment. In April, each team will present their proposed marketing plan to stakeholders at the school. The partnership with the David R. Ravin School of Architecture is focused on exploring and observing a variety of learning environments within the city. Students will collaboratively analyze the existing spaces and create a detailed written program of existing conditions. Based on their findings and understandings of NUE's mission and vision, the students will create a multimedia document that imagines what the future Niner University Elementary School could be. Students will meet for two class periods at the school and will make their final presentations to stakeholders.

## **Leadership, Governance, and Compliance**

### **Part I:**

Provide a detailed description of your leadership and governance structures at your institution and lab school. Indicate any changes that occurred from Year 1 to Year 5.

The UNC Charlotte Chancellor is the head of Niner University Elementary (NUE). The Chancellor executed the memorandum of understanding with the partner school district in 2019, appoints the members of the NUE Advisory Board, and approves all NUE policies.

The Dean of UNC Charlotte's Cato College of Education serves as a member of the NUE Advisory Board and currently serves as chair of the board. He also directly supervises NUE's principal. The

Dean provides support and guidance to the principal as she executes the day-to-day operations of the school.

The NUE Advisory Board consists of ten members. The Dean serves ex officio as does the Superintendent of Charlotte Mecklenburg Schools (CMS). Three UNC Charlotte faculty members and four community members also serve. The proportion of faculty members and community members has varied over the years, but the board has always included at least two faculty members, including at least one from the educator preparation program. The tenth spot is held by a member of the UNC Charlotte Board of Trustees. The Advisory Board provides support and guidance to the Dean and the principal and performs an evaluation of the principal's performance every two years.

The UNC Charlotte Provost and Vice Chancellor for Academic Affairs provides support and guidance to the Chancellor and Dean on matters involving NUE, including but not limited to personnel issues.

Prior to the opening of NUE, there was a lab school coordinator who convened the NUE Core Design Team. The Core Design Team consists of representatives from across UNC Charlotte, including faculty, OneIT, facilities management, Human Resources, Legal Affairs, and others. The position of lab school coordinator was converted into the principal position in 2019. The principal continues to use the Core Design Team, both as a group and individually, for advice on NUE policies and other pertinent issues.

The NUE principal manages the day-to-day operations of the school as well as all functions traditionally managed by a school system's central office. She relies on support from various UNC Charlotte offices as well as other leaders at NUE, such as the curriculum coordinator and business officer. She also receives input from a parents' advisory group, which was originally a more traditional parent-teacher organization (PTO) and now functions as a Family Empowerment Committee.

NUE is included in the evaluation presented annually to the UNC Board of Governors Subcommittee on Laboratory Schools.

## Part II:

Provide a detailed description of how your school complies with state law, federal law, lab school legislation or the provisions set forth in your school's resolution to operate granted by the UNC System Board of Governors Sub-Committee on Laboratory Schools.

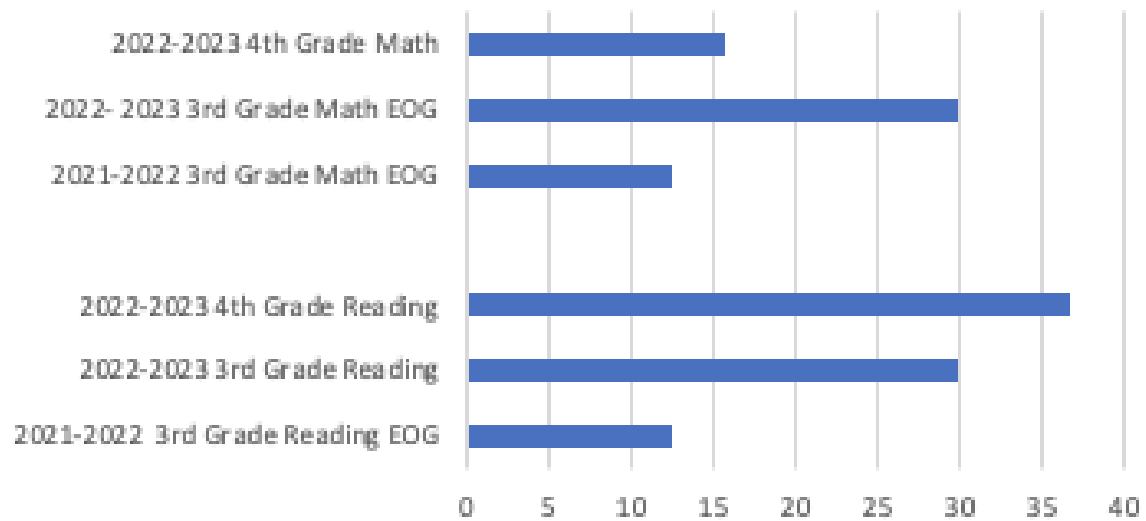
Niner University Elementary (NUE) is committed to complying with applicable state law, federal law, and lab school legislation. According to NCGS § 116-239.5(c), "[e]ach laboratory school shall expand student opportunities for educational success through high-quality instructional programming and innovative instruction and research by using the resources available to the constituent institution." NUE meets this statutory requirement, as outlined in previous sections of this document.

Under NCGS § 116-239.8(a)(1), NUE's advisory board is responsible for monitoring the operations of the laboratory school and recommending necessary policy, program, and administration modifications to the chancellor. The NUE advisory board fulfills its statutory obligations by meeting quarterly to receive regular updates on the school, and reviewing proposed policies before they are sent to the chancellor for approval. To ensure compliance with applicable state and federal law, proposed policies generally adhere to the recommendations provided by the North Carolina School Boards Association in its model policies. The advisory board also evaluates the performance of the principal biennially, and recommends action to the chancellor, as required by statute. NUE also complies with applicable federal laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), McKinney-Vento Homeless Assistance Act, Title I, Title IX, and Title VII. It also complies with state laws, including but not limited to the State Human Resources Act, lab school legislation, and Article 7B of Chapter 115C of the North Carolina General Statutes.

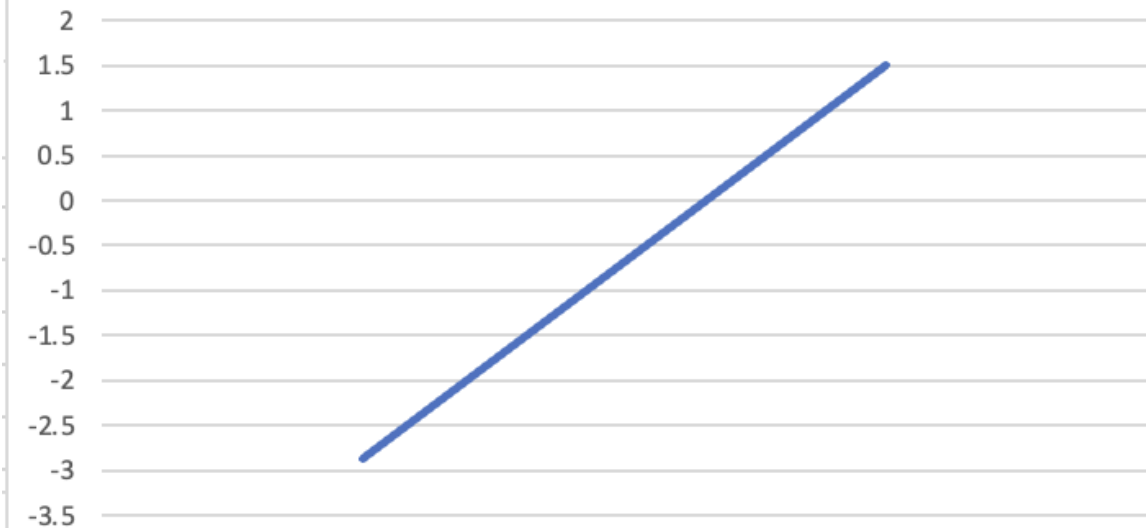
Additionally, NUE complies with state laws that use the new lab school-inclusive term of "public school unit." For example, NUE has complied with the requirements of the recently enacted Parents Bill of Rights by implementing new policies which promote parental involvement in the school in various ways. First, the policy entitled Parental Inspection of and Objection to Instructional Materials provides a process for parents to review and dispute the use of instructional materials in their child's classroom. Second, the policy entitled Parental Involvement incorporates many of the requirements from the Parents Bill of Rights and details the requirements for involving parents in the education of their children. This policy also provides a process for parents to appeal the school's failure to provide requested information that the parent is entitled to under law. Third, Surveys of Students details the requirements for parental notification and consent to the administration of surveys, including surveys that involve protected topics. Finally, the policy entitled Criminal Behavior has been revised to ensure that parents are notified when a school official learns that a crime has been committed against their child. NUE has also provided parents with the Parents Guide to Student Achievement, which complied with the requirements provided in NCGS § 115C-76.30. In addition to these examples, NUE consistently complies with the requirements provided in state law, federal law, lab school legislation, and the provisions set forth in NUE's resolution to operate.

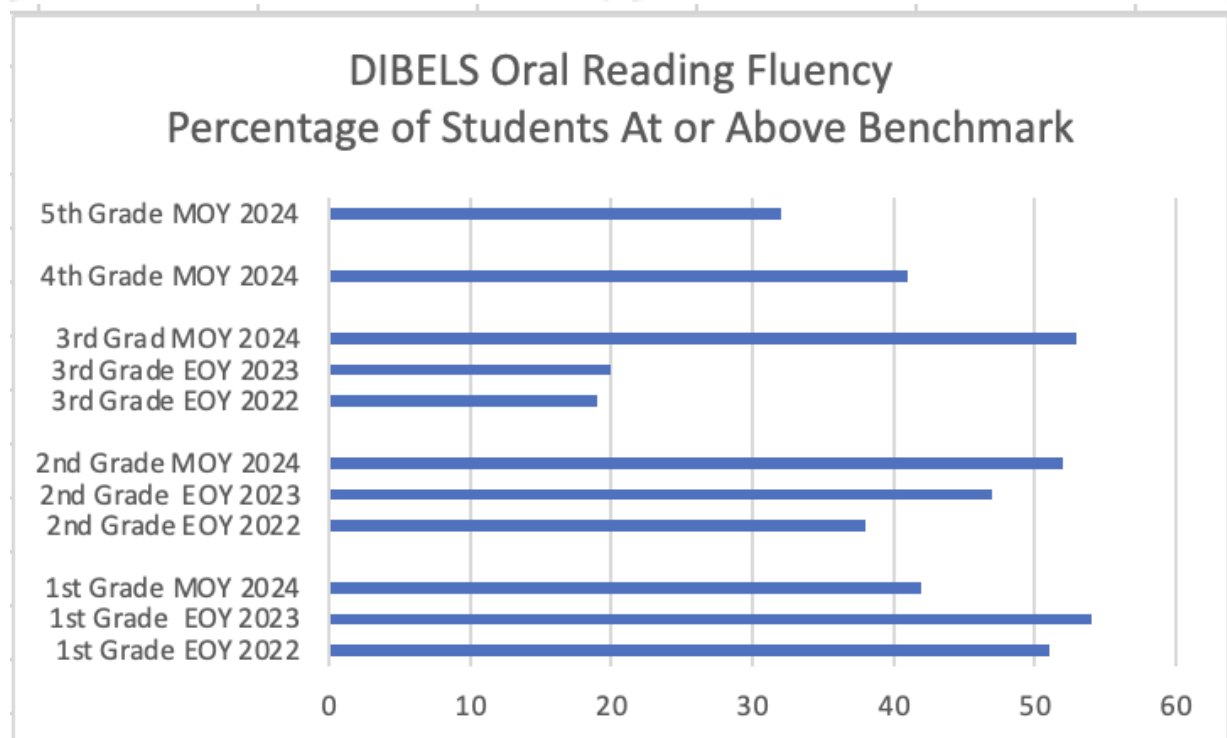
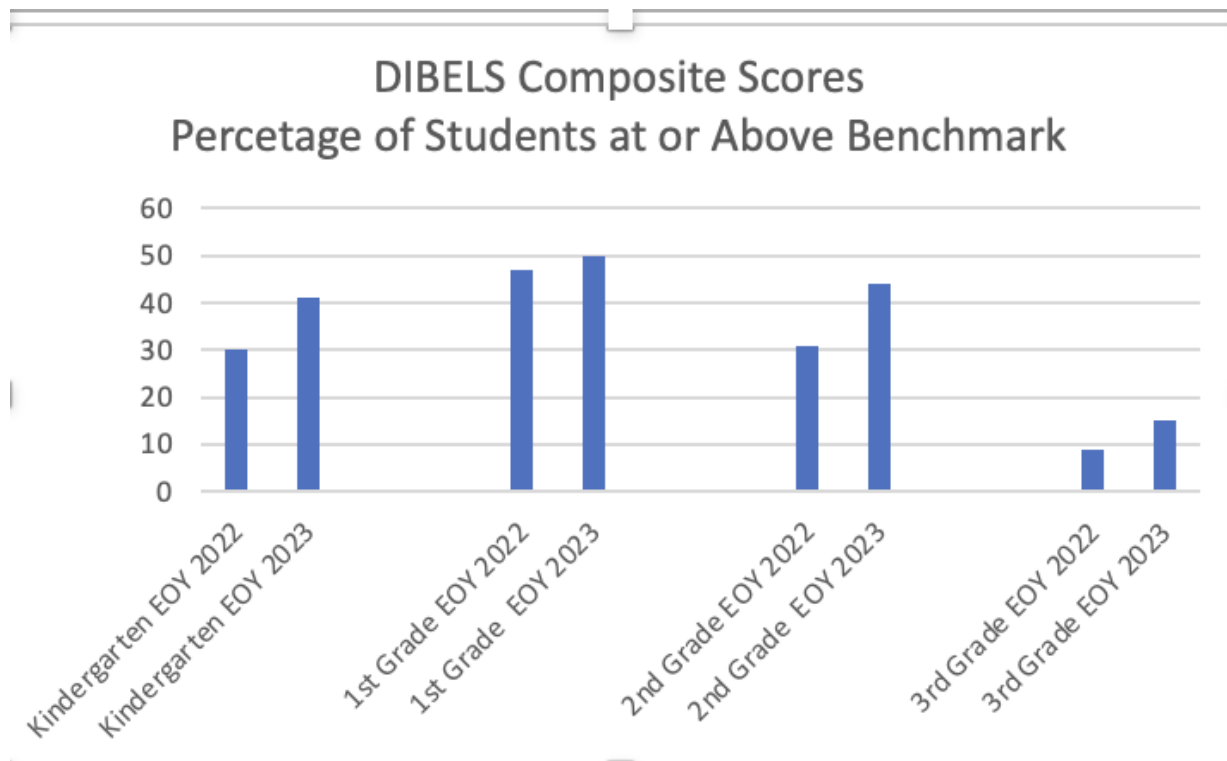
## **Appendix A**

## Percent Proficient on End-of-Grade Tests Two Year Comparison



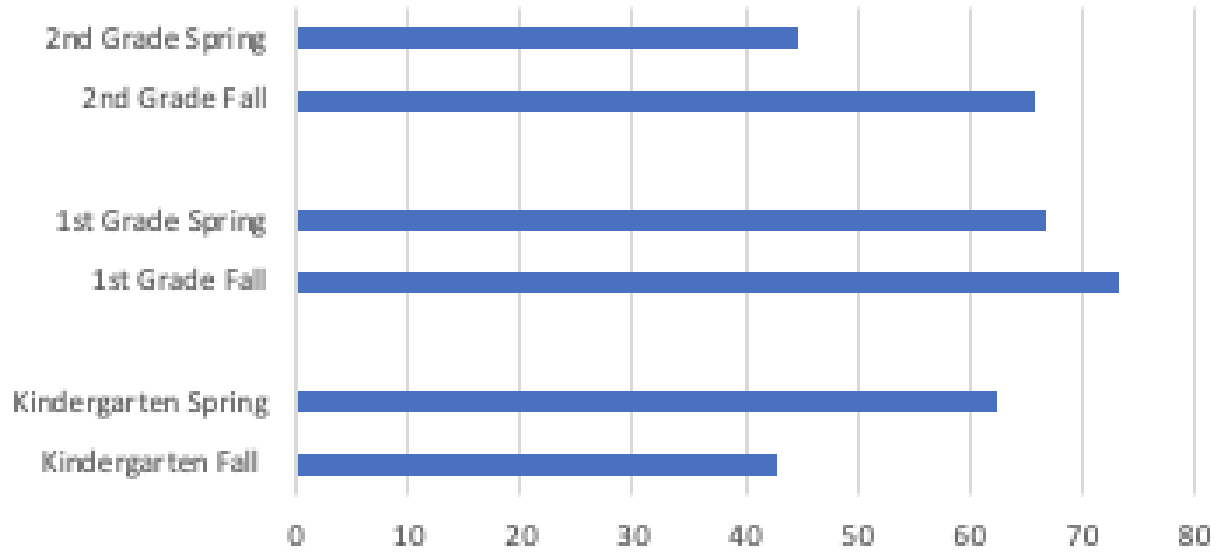
## Overall School Growth Index 2022-2023





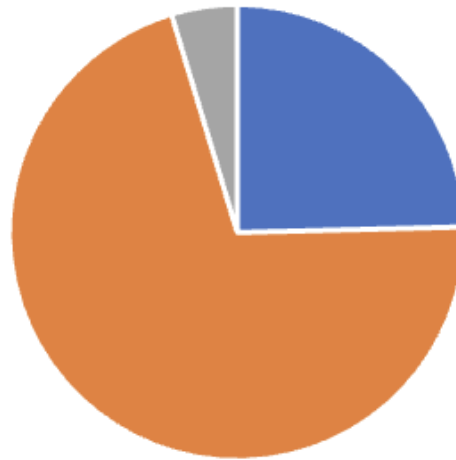
## Number Sense Screener 2021-2022

### Percentage of Students Demonstrating Mastery



## Appendix D

### Students Receiving Additional Mental Health Supports



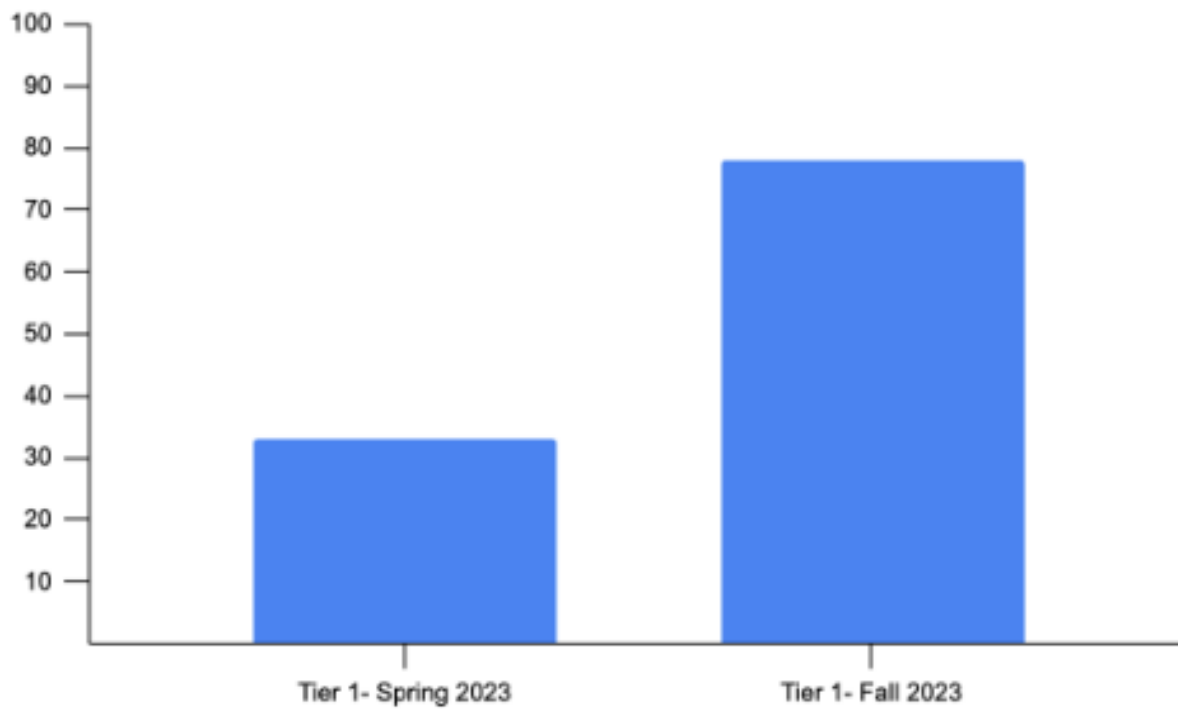
■ Play Therapy

■ School-Based Mental Health

■ Day Treatment

## Appendix E

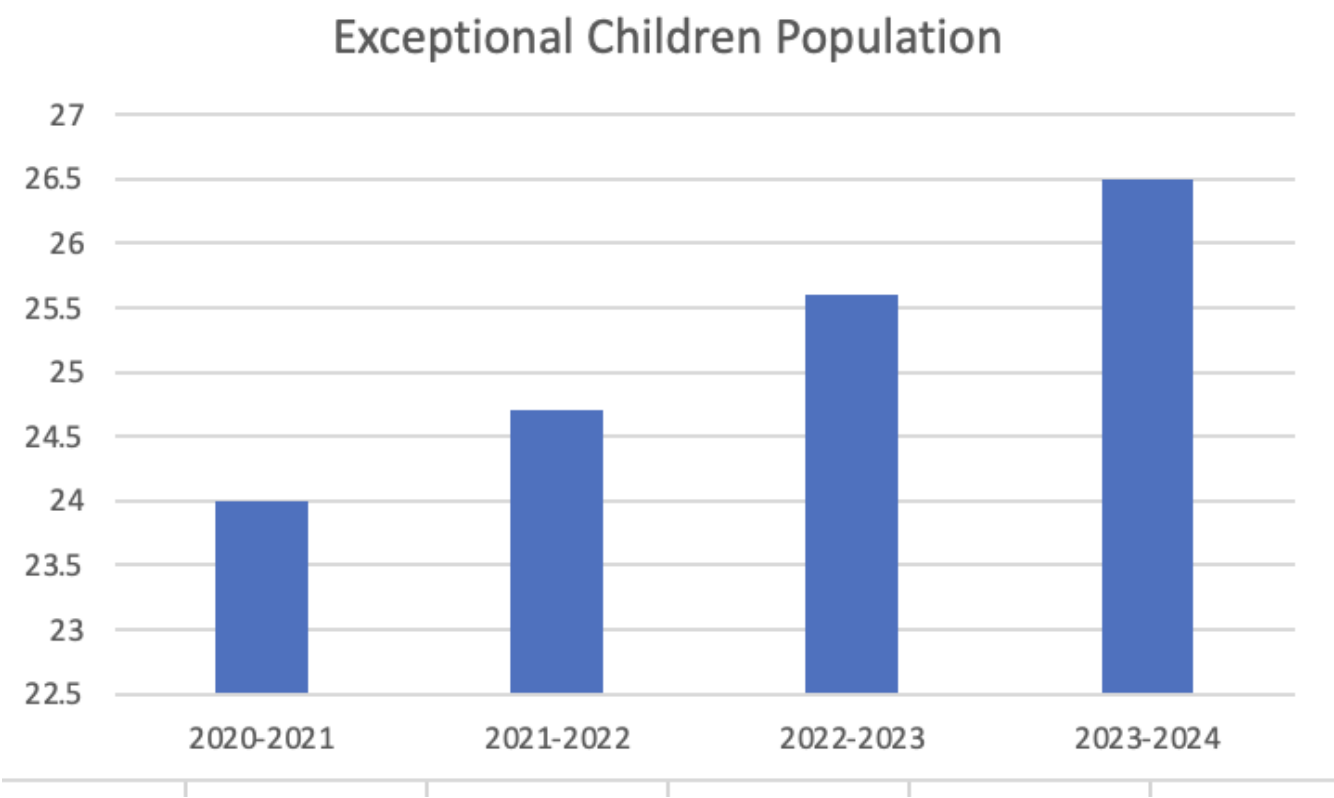
Level of Support	Percentage
Tier 1- Spring 2023	33%
Tier 1- Fall 2023	78%



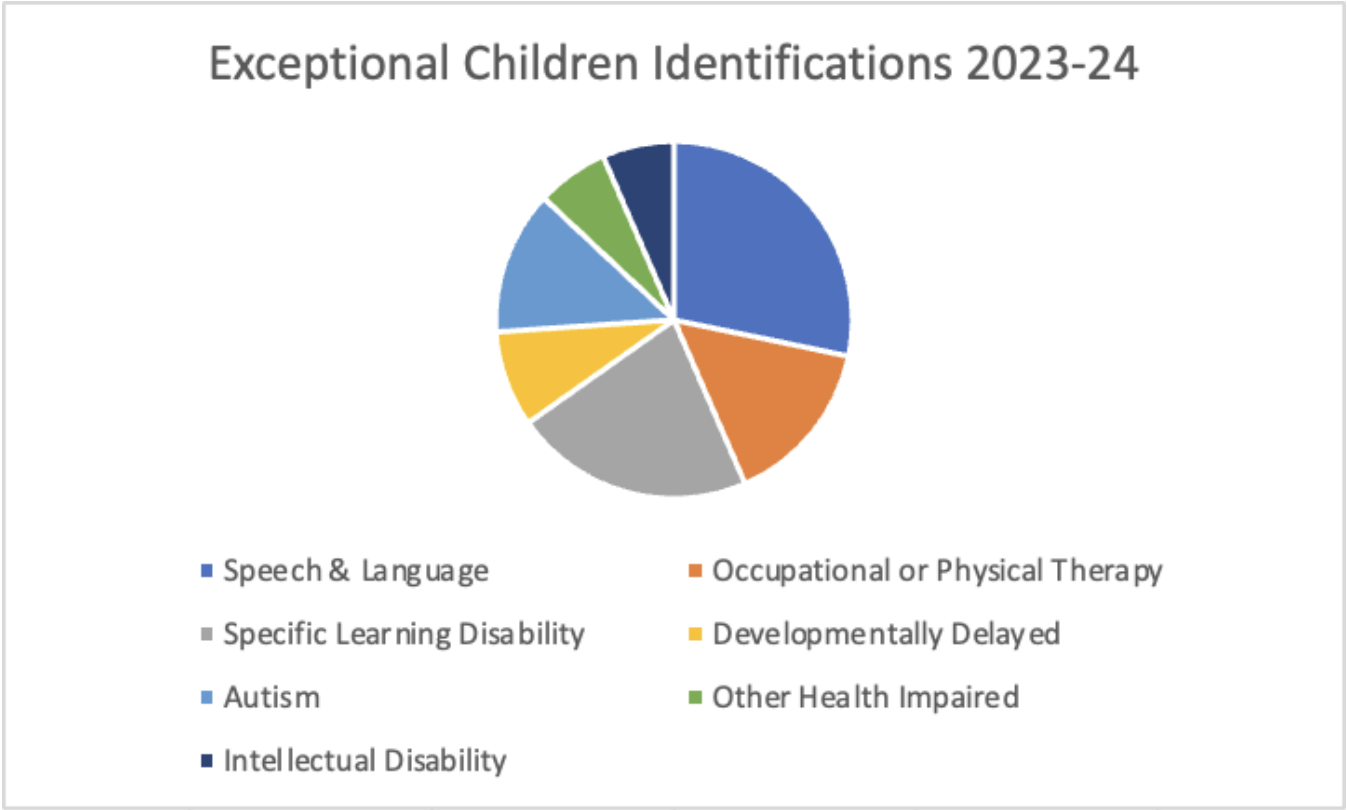
## Appendix F

		Externalizing Behaviors				Internalizing behaviors		
Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)		Low n (%)	Moderate n (%)	High n (%)
K	25	17 (68.00%)	4 (16.00%)	4 (16.00%)		22 (88.00%)	3 (12.00%)	0 (0.00%)
1	22	11 (50.00%)	6 (27.27%)	5 (22.73%)		10 (45.45%)	8 (36.36%)	4 (18.18%)
*2	10	3 (30.00%)	3 (30.00%)	4 (40.00%)		4 (40.00%)	2 (20.00%)	4 (40.00%)
3	30	10 (33.33%)	12 (40.00%)	8 (26.67%)		19 (63.33%)	6 (20.00%)	5 (16.67%)
4	17	7 (41.18%)	3 (17.65%)	7 (41.18%)		6 (35.29%)	5 (29.41%)	6 (35.29%)
5	16	13 (81.25%)	2 (12.50%)	1 (6.25%)		16 (100.00%)	0 (0.00%)	0 (0.00%)

Appendix G



Appendix H



## Appendix I

Teacher candidates participating in the Cohort Model take five courses per semester at the school:

ELED 3111: Instructional design and Assessment in Elementary Education  
 ELED 3120: The Elementary School Child  
 ELED 3292: Theories and Practice for Equity in Urban Education  
 MAED 3222: Teaching Mathematics to Elementary School Learners, Grades K-2  
 READ 3224 Early Literacy and Assessment  
 ELED 3221: Teaching Science to Elementary School Learners  
 ELED 3223: Teaching Social Studies and Diversity  
 ELED 3226: Teaching Language Arts to Elementary School Learners  
 MAED 3224: Early Literacy and Assessment  
 READ 3226: Applied Literacy and Practices

	Course Content Foci	Clinically Enhanced Fieldwork and Supplemental Instruction	Semester Offered
READ 3224	Focus on foundational reading skills including phonological and phonemic awareness, phonics (decoding/encoding), and fluency.	<b>NUE Cohort:</b> Instruction that builds on strengths in phonological and phonemic awareness, phonics (decoding/encoding), high frequency words, and fluency using a combination of published materials (e.g., FCRR activities) for a total of 19 lessons over 12 weeks in a 1:1 <i>during school</i> context. Each lesson was 30 minutes.	Spring 2023
READ 3226	Focus on advanced reading skills and processes including vocabulary and comprehension.	<b>NUE Cohort:</b> Instruction that builds on strengths in fluency, comprehension, content knowledge, and vocabulary using a combination of published materials (e.g., FCRR, QuickReads [Hiebert, 2012], evidence-based routines for teaching comprehension) for a total of 20 lessons over 12 weeks in a 1:1 <i>during school</i> context. Each lesson was 30 minutes.	Fall 2022, Fall 2023
READ 4161	Focus on types of and purpose for literacy assessment and using data to inform literacy	<b>UNC Charlotte Reads Program:</b> Instruction in foundational skills using an evidence-based literacy	Spring 2022, Fall 2022, Spring 2023,

instruction.

program (Sound Partners, Vadasy et al., 2004) for a total of 18 lessons over 9 weeks (2x week) in 1:1 or 1:2 *after school* context. Each lesson was 30 minutes.

Fall 2022,  
Spring 2024

## Appendix J

### *Means and Standard Deviations for Fall 2022 and Spring 2023 Semester DIBELS Subtest Scores*

	<u>Fall 2022</u>			
	BOY		MOY	
	SI ( <i>n</i> =34) M (SD)	NSI ( <i>n</i> =45) M (SD)	SI ( <i>n</i> =34) M (SD)	NSI ( <i>n</i> =45) M (SD)
NWF-CLS	56 (31.69)	50.84 (35.16)	69.59 (34.59)	54.29 (25.48)
NWF-WRC	13.26 (11.56)	11.69 (12.69)	19.26 (13.49)	13.87 (10.55)
ORF-WCPM	39.26 (33.49)	35.80 (36.98)	66.47 (43.37)	53.02 (42.91)
ORF-ACC	69.26 (31.62)	63.44 (33.16)	84.47 (19.22)	71.51 (33.24)
	<u>Spring 2023</u>			
	MOY		EOY	
	SI ( <i>n</i> =19) M (SD)	NSI ( <i>n</i> =60) M (SD)	SI ( <i>n</i> =19) M (SD)	NSI ( <i>n</i> =60) M (SD)
NWF-CLS	50.79 (20.92)	64.07 (32.45)	60.84 (28.27)	78.12 (37.61)
NWF-WRC	11.47 (9.38)	17.68 (12.57)	15 (10.74)	22.35 (14.35)
ORF-WCPM	41.37 (34.12)	64.33 (44.71)	57.42 (34.39)	83.68 (45.01)
ORF-ACC	70.21 (26.78)	79.27 (29.19)	87 (17.89)	91.03 (16.82)

*Note:* SI = Supplemental Instruction group; NSI = Non-Supplemental Instruction group; NWF-CLS = Nonsense Word Fluency-Correct Letter Sounds (measures the number of correct letter sounds read correctly in nonsense words per minute); NWF-WRC = Nonsense Word Fluency-Words Read Correctly (measures the number of whole nonsense words read correctly per minute); ORF-WCPM = Oral Reading Fluency (measures rate or words correct per minute, WCPM); ORF-ACC = Oral Reading Fluency Accuracy (measures the percent of word read correctly/total words read \* 100)

**Appendix K**



## PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

February 27, 2023

Dr. Malcolm Butler, Board Chair  
Niner University Elementary School

Dear Dr. Malcolm Butler,

The Cross-Program Consolidated Monitoring Review that occurred for your Public School Unit (PSU) has concluded. Niner University Elementary School has successfully met all statutory compliance requirements in the review conducted by the North Carolina Department of Public Instruction that occurred the week beginning February 13, 2023. Included in the review were the following programs, if applicable to your district: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Migrant Education Program; and Rural and Low-Income Schools.

Thank you to the staff within your PSU for working closely with your DPI Program Administrator to meet all applicable federal program requirements in your PSU. If the Federal Programs Division can be of any assistance to you in meeting the needs of students and staff please contact us.

Sincerely,

Dr. LaTricia Townsend  
Division Director

Tina N. Letchworth  
Assistant Director

LT:TL:rt

c: Pamela Broome, Federal Program Director  
Alex Charles, NCDPI Section Chief  
Timothy Dryman, NCDPI Federal Program Administrator

### FEDERAL PROGRAM MONITORING AND SUPPORT DIVISION

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2786 | Fax (984) 236-2099

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

## Appendix L

A total of **85 NUE families** completed and returned the survey (eliminating duplicate responses). A breakdown by language is included below:

<b>English</b>	82	96.47%
<b>Spanish</b>	2	2.35%
<b>Jarai</b>	1	1.18%

### **Perceptions:**

Percentage of families responding Agree or Strongly Agree to the below statements regarding their perceptions:

<b>Statement</b>	<b>Total % of families responding “Agree” or “Strongly Agree”</b>	<b>Total % of families responding “Strongly Agree”</b>	<b>Total % of families responding “Agree”</b>
a. When I walk into the school, I feel the school is inviting, and this is a place where parents “belong.”	91.77%	57.65%	34.12%
c. The school communicates with families in multiple ways (e.g., email, phone, website).	90.59%	62.35%	28.24%

### **Engagement**

Families were asked how they have interacted with Niner University Elementary in the past:

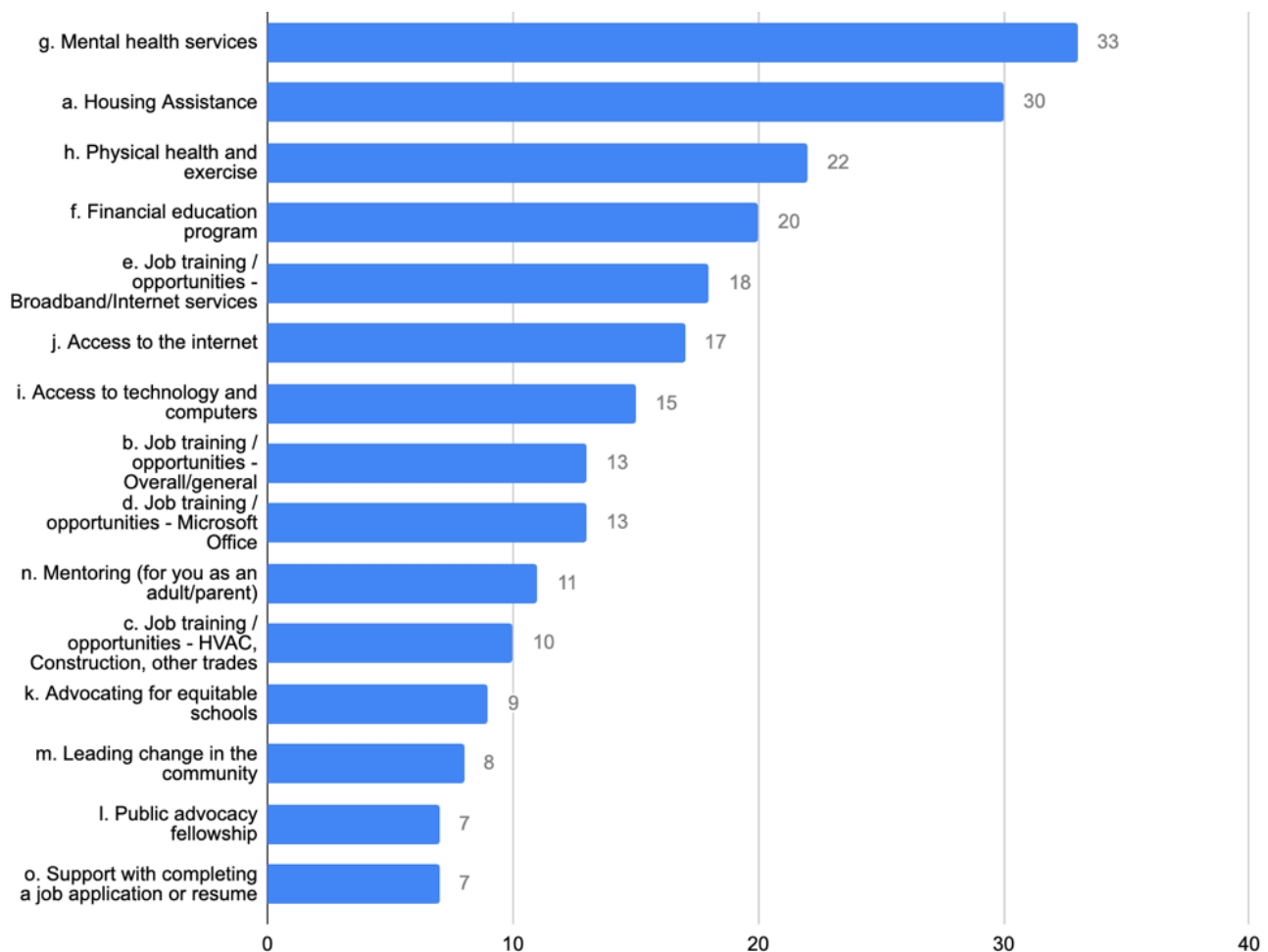
<b>Interaction</b>	<b>All</b>
a. Attended a parent-teacher conference with my child’s teacher(s)	75.29%
b. Communicated with teachers about my child’s progress via phone, Zoom, email, website, or note	72.94%
d. Attended a school event (virtual or in-person)	69.41%
i. Reached out to my child’s teacher or a school leader to ask for support or assistance	56.47%
h. Used information and resources provided by the school to support my child’s learning at home	52.94%
g. Advocated for my child at school	43.53%
f. Provided input/feedback to my child’s school or raised a concern	40%
c. Connected with other parents from my child’s school	31.76%
e. Assisted with planning an event or activity at my child’s school	25.88%

### **Confidence**

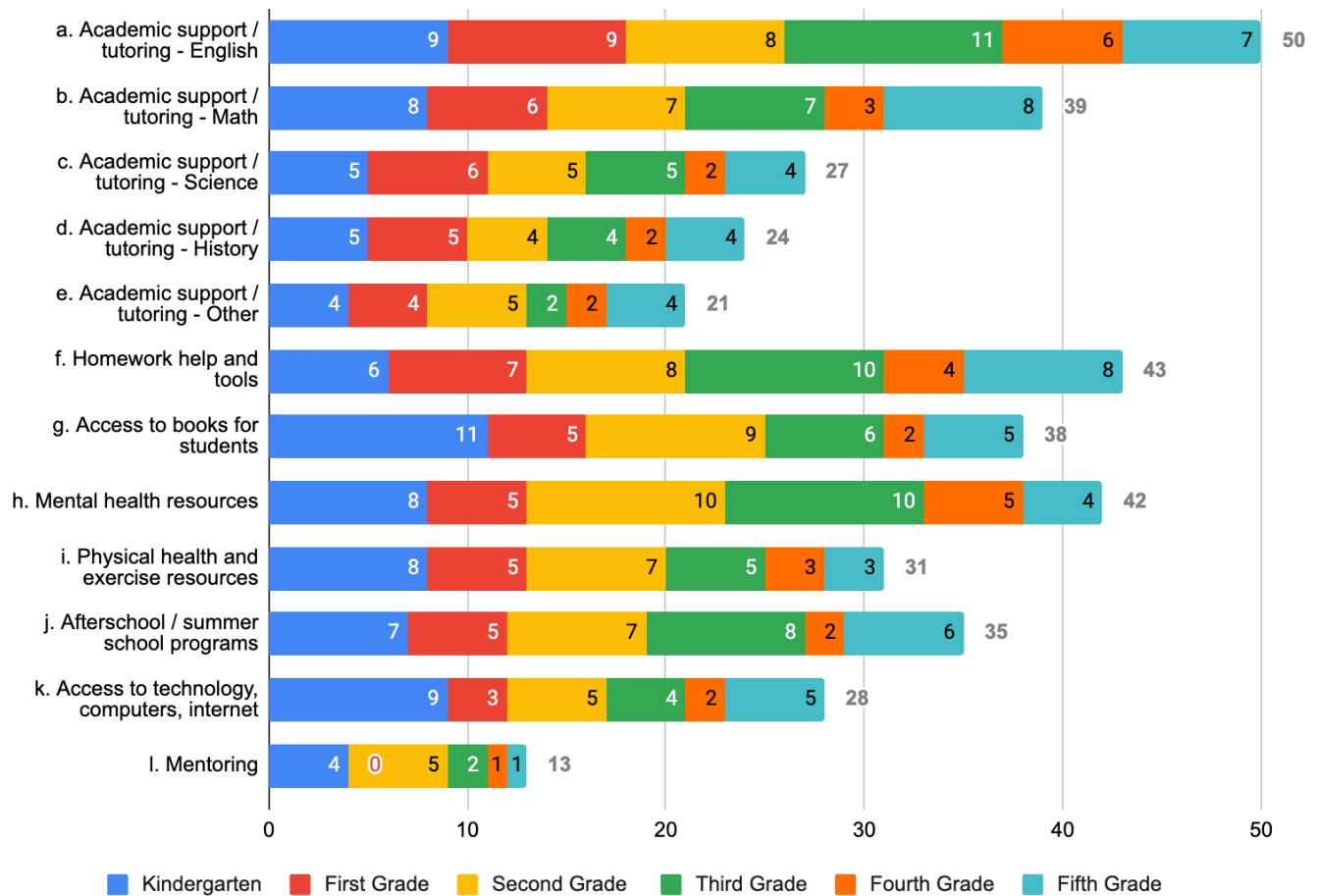
When asked about their confidence levels, families indicated “Extremely confident” or “Quite confident”

Statement	Total % of families responding “Quite Confident” or “Extremely Confident”	Total % of families responding “Extremely Confident”	Total % of families responding “Quite Confident”
a. How confident are you that you can motivate your child to try hard in school?	91.77%	68.24%	23.53%
b. How confident are you in your ability to support your child's learning at home?	92.94%	67.06%	25.88%
c. How confident are you in your ability to make sure Niner University Elementary could support your child's learning needs?	89.42%	64.71%	24.71%

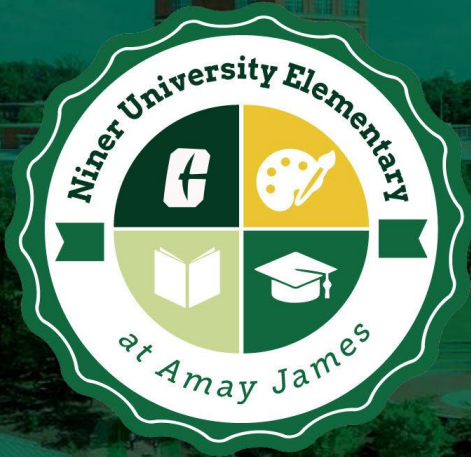
NUE families were asked what kinds of resources and supports they'd like to see available for themselves (adult):



NUE families were asked what kinds of resources and supports they'd like to see available for the scholars:







Niner University Elementary  
Laboratory School Renewal  
Board of Governors  
November 19, 2024

# Enrollment

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	79	109	132	139	127
EC	24%	24.7%	25.6%	25.18%	21.26%
EDS	57%	85.7%	86%	*95%	CEP

\*Identified as CEP (Community Eligibility Program) School  
All students have free breakfast and lunch

# Faculty & Staff

	2019-20	202-21	2022-23	2023-24	2024-25
General Education	8	10	12	8 (12)	8
EC	2	2	3	2 (+2)	4
ESL/Spanish	1	1	1	1	1*
Teacher Assistants	4	8	11	10 (+2)	9
Support Staff	4	4	4 (+1)	4(+1)	5
Admin	0	1	2	1 (+1)	2
Arts/Specials	0	1	1	2	2 (+2)*
Total	19	27	35	28	31

# NUE Met Growth in Reading and Math in 2023 and 2024

	Reading						Math					Science
Grade	% Proficient (Level 3 or above) 2023	% Proficient (Level 3 or above) 2024	Growth Index 2022	Growth Index 2023	Growth Index 2024		% Proficient (Level 3 or above) 2023	% Proficient (Level 3 or above) 2024	Growth Index 2022	Growth Index 2023	Growth Index 2024	% Proficient (Level 3 or above) 2024
3	30.0	33.3	-2.87	0.73	-1.37		30.0	33.3	n/a	n/a	n/a	
4	36.8	17.6	n/a	1.41	-0.73		15.8	41.2	n/a	-0.25	1.91	
5	n/a	18.8	n/a	n/a	-0.39		n/a	6.3	n/a	n/a	1.41	31.3
all	33.3.	25.4	-2.87	1.50	-1.54		23.1	28.6	n/a	-0.25	1.17	31.3

# DIBELS 2024 EOY

	Composite	NWF	WRF	ORF	MAZE
Kindergarten	81.8	90.9	72.7	n/a	n/a
First	57.9	36.8	57.9	57.9	n/a
Second	68.2	70.2	52.4	57.1	42.9
Third	53.6	42.9	35.7	50%	42.9
Fourth	29.4	n/a	n/a	29.4	0
Fifth	37.5	n/a	n/a	31.25	18.75

# Kindergarten 2024

## DIBELS Composite

BOY	6 of 24 at or above benchmark <b>25%</b>
EOY	20 of 24 at or above benchmark <b>81.8%</b>



# Frameworks for Instruction

Literacy	Math	Science/Social Studies
120 minutes total	120 minutes total	30-40 minutes daily
Benchmark Advance	Illustrative Math	National Geographic
30 minutes small group	20 minutes small group	Supplementary Resources

Groups are fluid based on progress monitoring

## Specials for Students

40-minute specials class 4 days/ week

Two back-to-back (90-minute) 1 day/week  
(protected PLC time for teachers)

Art	STEAM lab
Theater	Social Emotional Learning
Music	Library/Media
Movement	Spanish

## Behavior/SEL Data 2023-2024

955 Alerts Total

265	Non-compliance (no response needed)	29	Suicide Threat
109	Emotional Support break	10	Self-harm
105	Behavior De-escalation 1	9	Homicide Threat
95	Runner	221	Nurse (minor)
54	Aggressive towards a student	4	Biohazard
39	Aggressive towards a teacher	1	Nurse Urgent

## Student Analysis

14 students = 653 alerts = 68.4%

One Third Grader

15	Suicide Threat		4	Non-compliance (no response)
15	De-escalation Level 1		2	Aggressive Towards a Student
8	Emotional Break		1	De-escalation Level 2
6	Self-Harm			

# Cato College Pre-Service Candidates

	2019-20	2020-21	2022-23	2023-24	2024-25
<b>Teacher Candidates</b>	0	34	63	79	60 (Fall)
<b>Counseling Interns</b>	4	6	6	3	5 (Fall)
<b>Teacher Interns</b>				1	1
<b>Graduate Students</b>					9

# Cohort Model at NUE with Cato College

COED Faculty	
Dr. Daniel Alston	Dr. Adriana Medina
Dr. Ann Cash	Dr. Erin Miller
Dr. Madelyn Colonnese	Dr. Paola Pilonieta
Dr. Amy Good	Dr. Sandy Rogelberg

Courses	
READ 3222	READ 3224
MAED 3222	MAED 3224
ELED 3111	ELED 3223 (social studies)
ELED 3120	ELED 3221 (science)
	READ 3226 (language arts)

## Other Courses Taught at NUE

- Literacy Assessment & Intervention- Dr. Erin Washburn
- Urban Educational Reform- Dr. Bettie Ray Butler
- Class Management- Dr. Holly Johnson

# Summer Camp

## Goals of Summer Programming

- Provide excellent, research-based literacy and math instruction by trained teachers and teacher candidates
- Improve the foundational and/or advanced reading and math skills of EVERY child using a data-based decisions to inform instruction
- Provide students with a variety of enrichment opportunities and experiences through the Greater Enrichment Program of Charlotte (GEP)
- Provide positive and specific reading feedback to EVERY child, EVERY day

# Summer Camp 2024

Faculty & Staff		Students	
4	COED Faculty: Erin Washburn, Madelyn Colonnese, Miranda Fitzgerald, Alicia Kitten	Rising 1st	9
5	Teachers	Rising 2nd	9
		Rising 3rd	12
8	Pre-Service Candidates	Rising 4th	12
		Rising 5th	6

# Greater Enrichment Program (GEP)

- Partnership started in January 2021
- Before and after school care
- Summer camp
- Free to NUE students



Greater Enrichment Program, Inc.

*Child Focused. Family Centered.*

# Moving Forward: The Next Five Years

## A Look into the Future of NUE

- Increase enrollment
- Increase proficiency levels
- Revise current assessment plan
- Continue teacher professional learning
- Enhance principal development efforts
- Continue to expand partnership with CMS
- Share best practices

# First 5th Grade Graduation

## June 9, 2024

