

Comprehensive Progress Report

Mission: Union Grove Elementary Mission Statement Union Grove Elementary will prepare ALL children to become productive, responsible, independent citizens. Union Grove Elementary Vision Our vision is for 21st century learners to be prepared for the future while embracing and celebrating the rich heritage of our community. Union Grove will be a place where school, families, and the community come together to encourage children to chase their dreams and overcome adversity.

Our vision is for 21st century learners to be prepared for the future while embracing and celebrating the rich heritage of our community.

Vision: Union Grove will be a place where school, families, and the community come together to encourage children to chase their dreams and overcome adversity.

Goals:

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A4.01 The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117) Union Grove currently has 56% (increase of 3 points from 2016-17 school year) of its students meeting grade level standards as measured by EOGs and mClass assessments. Update 9.9.19: UGES has held steady at 56% proficiency. There was a .02 improvement in growth index from 17-18 to 18-19 school years. Strategic Goal: Union Grove Elementary will have a minimum of 80% of their students reaching grade level performance through core instruction by May 2022 as measured by EOGs and mClass assessments. Target Goal: Union Grove will have a minimum of 60% of their students reaching grade level performance through core instruction by May 22, 2020 as measured by EOGs and mClass assessments.

E1.06 The school will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Strategic Goal: Union Grove will implement at least six modes of communication with parents regarding their children's learning as measured by sign in sheets, communication logs, etc. by May 2022. Target Goal: Union Grove will implement at least four modes of communication with parents to support them in their children's learning as measured by sign in sheets, communication logs, etc. by May 22, 2020.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the	Implementation Status	Assigned To
					Target Date

individual needs of students across all tiers.(5117)

Initial Assessment:

A consistent process of intervention has been established and modified based on student need for the last two years. There has historically been a focus on intervention with a new spotlight on strengthening the core instructional practices in the 2016-2017 school year. At the close of the 2017 school year, steps were taken to facilitate a continued improvement and roll-out of strong core instruction.

2018-2019 Update:

Union Grove Elementary will continue its established schedule of intervention as well as strengthening core instruction. Based on growth data from the 2017-2018 school year, it is evident that the steps from last year enabled us to show improvement in overall student achievement. As far as implementation of our teamwork, changes have been made to the structure of our Goal Teams with regards to their alignment to the MTSS process. Each team will focus on one of the three areas of the MTSS process: Reading, Math, and Behavior. With the addition of enhanced data collection that was put in place at mid-year last year in academics and the district-wide focus on social-emotional learning, our Goal Teams will concentrate their time and energy on continuing to improve our student achievement in those areas as well as implement curricula and strategies to assist students in crisis.

2019-2020 Update: With much focus on our TSI subgroups, our professional development throughout the year is scheduled and designed to address those particular subgroups. However, good teaching for them is good teaching for all. Teachers will also have special PLC opportunities to meet with educators from UNCC and I-leader to drill down on effective instruction as well as broadening the level of exposure our students have historically had. Teachers will also be participating in a book study of *The Growth Mindset Coach* by Annie Brock and Heather Hundley as we try to shift our way of thinking from "our students can't" to "our students can".

Limited Development
08/16/2017

Priority Score: 3

Opportunity Score: 1

Index Score: 3

<p>How it will look when fully met:</p>	<p>Once fully implemented, Tier 1 should be represented by approximately 80% of the student population. Strong core instruction should be systematic and systemic so Tiers 2 (15%) and 3 (5%) are authentically indicative of the intervention process. These percentages will ultimately be determined based on EOGs and mClass end of year data. These percentages will also be monitored quarterly/trimesterly through district/state assessments.</p> <p>5.11.18 Update: This objective will be continued for the 2018-2019 school year. We plan to drill down into more specific content areas to close gaps in Tier 1 instruction.</p> <p>9.14.18 Update: Overall goal will remain (60% proficiency for the 2018-2019 school year; 85% meeting through Core, 10% Tier 2, 5% Tier 3). Through the use of added data sources (iReady diagnostic for math--K-5-- and reading 4-5), Union Grove Elementary will continue to bring our Tier designations within more accurate and aligned parameters. By restructuring our Goal Teams, we will be able to give a better focus on data analysis and intervention strategies and processes.</p> <p>9.9.19 Update: Overall goal will remain (60% proficiency for the 2019-2020 school year). The 80% goal we had set for our overall strategic goal is being moved to 2022 school year. Our growth index, while an improvement, was very slight (.02) and feel we need more time to show more significant progress towards the 80%. We will be focusing more specifically on math instruction, including in-depth unpacking of the standards and following the Tools4Teachers resources.</p>		<p>Kelley James</p>	<p>06/05/2020</p>
<p>Actions</p>		<p>42 of 50 (84%)</p>		
<p>1/24/19</p>	<p>Union Grove Elementary will utilize the iReady Diagnostic program to monitor math progress in grades K-5. iReady is also used to monitor growth in reading for grades 4-5.</p>	<p>Complete 06/06/2019</p>	<p>Whitney Speer</p>	<p>06/09/2019</p>
<p><i>Notes:</i> This is a continuation of the goal that was set in the first semester.</p>				
<p>1/24/19</p>	<p>To address the gap areas of our TSI-CU students in EC and EL, EC and ESL teachers will give periodic professional development relating to these subgroups.</p>	<p>Complete 06/06/2019</p>	<p>Jane Hager and Allison Hughes</p>	<p>06/09/2019</p>

Notes: Mrs. Hager and Mrs. Hughes will provide professional development with regards to identification of students for their respective programs, legal requirements, and specific strategies for closing the learning gaps of these subgroups.

1/24/19	Update MTSS data in RtI Stored on academic and behavior indicators to appropriately document Tiers 1,2, and 3 and subsequent interventions implemented to close gaps in student achievement.	Complete 06/06/2019	Whitney Speer	06/09/2019
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Notes: To complete this task with fidelity, UG is scheduling time with the new MTSS coordinator to make sure useful and appropriate data is being collected and documented for students. The first meeting with the new director is Monday, January 28, 2019. Teachers have been documenting on paper the interventions used for students, though much of it has not been transferred to RtI Stored.

1/24/19	Teachers will turn in progress monitoring documentation for Reading and Math to the Principal monthly.	Complete 06/06/2019	Whitney Speer	06/09/2019
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Notes: This data is collected monthly and stored for regular use within the MTSS process of documenting various strategies used. There will also be included strategies to address written expression for students with gap areas in writing.

Progress Monitoring schedule for Reading occurs as follows: students in red--every 10 days; students in yellow--every 20 days; students in green and blue--once prior to MOY and once prior to EOY.

Progress Monitoring for Math occurs as follows: (this process is new for this year, so there could be changes to the schedule as we determine the need).

iReady Diagnostic completed on all students by 10.5.18

Lowest skill deficit identified by 10.5.18

Interventions provided to teachers and teaching assistants by 8.23.18

Teaching assistants received training on iReady math interventions as well as entering progress monitoring data on 8.23.18

During guided math groups, students receive interventions based on their lowest skill deficit daily a minimum of 3x per week.

Teachers/TAs enter progress monitoring data in the excel spreadsheet weekly.

The Growth Monitoring function of iReady is administered once a month.

Adjustments to Guided Math Groups/Intervention are made monthlv.

based on iReady GM, during the MTSS/PLC meeting each month.

At the completion of each cycle of progress monitoring, data and documentation is provided to the Principal for on-going reference for students' intervention progress.

Mid Year iReady Diagnostic completed on all students by 1.31.19

9/10/19	Establish master schedule with protected blocks of instructional time for core curriculum delivery.	Complete 06/13/2019	Whitney Jordan	06/13/2019
<i>Notes:</i>				
9/10/19	Align resources being used to the updated I-SS Curriculum Guide to match pacing and essential curriculum.	Complete 08/06/2019	Whitney Jordan	08/06/2019
<i>Notes:</i>				
8/23/19	To address literacy gaps, particularly in our TSI subgroups of EC and EL, staff will participate in Literacy Intervention and Practice professional development.	Complete 08/07/2019	Whitney Speer	08/07/2019
<i>Notes:</i> After utilizing the Leveled Literacy Intervention kits/resources for the last year, we contracted with Heinemann (the publishing company) for literacy intervention professional development. Teachers also received a resource book from Jennifer Seravallo that focuses on goal-setting, developing action steps, implementing strategies, and monitoring student progress.				
9/9/19	Grade levels will meet with Dr. Drew Polly to go through the unpacking process for Cluster 2 of the Math Standards.	Complete 08/19/2019	Whitney Jordan	08/19/2019
<i>Notes:</i> We will monitor the unpacking process and decide if we need more follow up with Dr. Polly.				
9/10/19	Administer preliminary assessments for baseline data (iStation, iReady, BOG).	Complete 09/06/2019	Whitney Jordan	09/06/2019
<i>Notes:</i>				
9/10/19	Baseline reading data will be gathered through iStation (K-3) and iReady (4-5).	Complete 09/13/2019	Whitney Jordan	09/13/2019
<i>Notes:</i>				
9/9/19	Grade clusters (K-2, 3-5) will participate in a fall Data Day with the Principal and the Instructional Facilitator, along with Adrienne Blackwelder and/or Janna Sells. This half day session will be used to conduct gap analysis, particularly monitoring EC and ESL student progress data.		Kelley James	10/22/2019

Notes: The second Data Day will be scheduled in the second semester to compare where we have started and where we will be by then. We are using this time and the TSI funds to give us a strong opportunity to conduct gap analysis, specifically with our EC and ESL students. We will have Adrienne Blackwelder and/or Janna Sells in attendance and will also be extending the invitation to attend to Pelham Gentry and a representative of the ESL department.

9/9/19 Teachers will receive professional development for Number Talks (refresher) and Productive Struggle on the first Early Release Day of the school year.

Whitney Jordan

10/23/2019

Notes: Based on CWT template created to measure math instruction, we will collect data regarding the quality of instruction in math and adherence to the Curriculum Guide/Tools4Teachers resources. While recurrence says "once a year", this will actually continue throughout the year as we focus on math and assessing our gaps in instruction.

9/9/19 One PLC per month will be devoted to updating MTSS data, including behavioral data with the Guidance Counselor.

Whitney Jordan

12/19/2019

Notes:

9/10/19 Gather progress monitoring data and enter into RtIStored to document and provide evidence to determine whether students are making progress or need to move to Tier 2 or Tier 3.

Classroom Teachers

12/19/2019

Notes: Also, meet with Chante' Vaughn for any behavioral data that needs to be entered into RtI Stored.

8/23/19 Teachers will participate in a book study using the text The Growth Mindset Coach by Annie Brock and Heather Hundley.

Kelley James

12/19/2019

Notes: The chapters are broken down into months, each highlighting a different facet of promoting a growth mindset. The book includes lesson plans as well. To receive CEU credit for the book study, teachers also must complete a Google Form for each chapter.

8/26/19 Teacher teams of 4th and 5th grade will meet, monthly, with members of the i-leader organization to work on effective implementation of the standards in reading and math.

Whitney Jordan

12/19/2019

Notes: Janna Sells and Adrienne Blackwelder will meet, monthly, with 4th and 5th grade teachers to unpack standards, analyze various data points, and effectively execute the curriculum to close gaps in these grade levels. These monthly topics are aligned with our growth mindset book study chapters.

August: Knowing Your Content/Unpacking Standards

September: Backwards Planning/Lesson Design
 October: Tier 1 Plans/Effective Groupings
 November: Classroom Culture
 December: Number Talks, pt. 2
 January: Problem Solving
 February: MOY Data Day
 March: Classroom Walk-throughs w/ Effective Feedback
 April: Effective Review leading up to EOGs
 May: Review/Groupings for 2020-2021 school year/Prep for next year

9/9/19 Grade level teams will meet weekly with Instructional Facilitator to unpack math standards for each instructional cluster as documented in PLC Agendas.

Whitney Jordan

12/19/2019

Notes: Prior to each weekly PLC meeting, teams will enter into the Math Pacing document what standards within the cluster are being addressed. In their PLCs, teachers, with the assistance of the IF, will unpack the very specific standards and determine what resources will be needed for instruction. This will also help broaden teachers' understanding of each specific standard. These steps will be documented in the PLC agenda each week.

<https://docs.google.com/document/d/1VS2UEE4vuclxBJcgUM-o-fhfvC1ZZnB38jXVZsUzoqk/edit?ts=5d56e2d6>

9/10/19 Union Grove Third Grade is piloting 3rd Grade Letterland.

Whitney Jordan

12/19/2019

Notes: Union Grove 3rd grade team elected to pilot the 3rd grade Letterland program to better address the six syllable types and vocabulary development. They will be executing with fidelity and give regular feedback to the district Elementary Curriculum Department.

Implementation:

02/14/2018

Evidence

2/14/2018 All mid year assessments are complete.

Experience

2/14/2018 Due to the change in the school assessment time frame because of snow, the assessment windows were adjusted.

Sustainability

2/14/2018 We are back on track after the assessment window adjustments.

Core Function:

Dimension B - Leadership Capacity

Effective Practice:

Strategic planning, mission, and vision

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PLCs meet regularly each week, however, School Improvement Team meetings have been inconsistent. Full faculty meetings have been monthly.	Limited Development 06/02/2017		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		<p>The Leadership Team, consisting of principal, Instructional Facilitator, Process Manager, and School Improvement Team Chairperson, will meet monthly for at least an hour to discuss an agenda based upon the needs of the school. PLCs will be held weekly for fifty minutes each to discuss specific curricular topics as well as MTSS data and documentation. Minutes will be kept regularly and stored in a Google Document format that is interactive so any additional information and data can be modified in real time for the most accurate information. Minutes for monthly Goal Team meetings will also be kept and stored in a Google Document. Google Documents will be uploaded to the Union Grove folder at the end of the school year.</p> <p>Update 5.11.18: This process has become operational, so we will not make it a primary focus in the actual plan for next year. It will move to a maintenance objective.</p>	Objective Met 09/10/18	Whitney Jordan	05/31/2018
Actions					
<i>Implementation:</i>			09/10/2018		
<i>Evidence</i>		9/10/2018 Our documentation of minutes with notes are evidence of our commitment to this objective.			
<i>Experience</i>		9/10/2018 This objective focused on the development of a consistent structure for meeting.			
<i>Sustainability</i>		9/10/2018 We have established a regular meeting schedule to continue processes implemented last year.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Consistent grade level planning; sporadic for vertical alignment and planning. Expertise within grade levels varies with regards to instructional leadership among teachers. PLC agenda topics have typically been predetermined through district initiatives. Teachers outside the regular classroom setting have had minimal opportunity to co-plan and collaborate with their regular classroom colleagues.	Limited Development 06/02/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Based on input gathered by faculty members, a master schedule will be developed with quarterly adjustments made based upon data and needs of students. There will be common planning time among each grade level, with a regularly scheduled vertical and cross-curricular planning opportunity with specialists and other grade level teachers. Documentation will be maintained in a Google Document accessible to all teachers. The Google Document will be uploaded to the Union Grove folder. Any adjustments to the master schedule during the year will be updated and uploaded to the Union Grove folder for documentation. 5.11.18 Update: This objective will move to operational next year. We have been able to adhere to a master schedule and observations/CWTs have been used to verify teachers' adherence.	Objective Met 09/10/18	Kelley James	05/31/2018
Actions				
Implementation:		09/10/2018		
Evidence	9/10/2018 Teachers were able to pull us out of CORE School Status because of their laser-like focus on consistent, quality instruction.			
Experience	9/10/2018 Consistent monitoring and feedback on lesson plans helped keep instruction aligned and on target.			
Sustainability	9/10/2018 Will continue to keep a steady balance between duties and instruction so teachers have ample time for team planning and execution of instruction for students.			

Core Function:	Dimension E - Families and Community				
Effective Practice:	Family Engagement				
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the	Implementation Status	Assigned To	Target Date

home (what parents can do at home to support their children's learning).(5182)

Initial Assessment:

Pieces in place include distributing copies of the essential curriculum at each grade level at the beginning of the year, "Glow and Grow" student-led conferences, as well as regular progress reports and report cards.

9.14.18 Update: The implementation of this objective will now be embedded within the Goal Teams established for A4.01. Rather than have a separate entity working on family engagement, the individual goal teams will determine strategies for increasing family involvement more specific to their subject area focus.

Limited Development
06/02/2017

How it will look when fully met:

Hold Open House at the beginning of the year; use a variety of communication methods with parents that encourages convenience and addresses 21st century communication resources (Remind, Class Dojo, FaceTime, etc.) in addition to traditional face-to-face communication. Trainings for staff will include ways to connect more effectively with our families with limited English as well as to better understand the cultural differences and how to overcome perceived barriers; to better understand the various disabling conditions as recognized through the Exceptional Children's program and strategies to communicate with parents of EC students. With staff input, create and execute Curriculum Nights (one per semester) to address key curricular concepts that will help parents better understand how they can help their children at home. A Family Engagement document will be uploaded at the end of the school year for documentation.

1.11.18 Updated goals to meet the second semester updates. Also added an amended goal for conferences and curriculum nights based on attendance and customization for individual students.

5.11.18 Update: This objective will continue into next year. We will improve our process of communicating with parents and including them as stakeholders for the improvements needed in our school.

9.14.18 Update: This objective is being embedded within the A4.01 objective of MTSS. Rather than have a silo approach to family engagement, each subject area goal team will include ways to increase

Whitney Jordan

06/05/2020

family participation in closing gaps.

9.9.19 Update: This objective is being embedded within the A4.01 objective of MTSS. Rather than have a silo approach to family engagement, each subject area goal team will include ways to increase family participation in closing gaps.

Actions		32 of 36 (89%)		
1/24/19	Parents will receive monthly newsletters with an insert entitled "Recipes for Success". These inserts include tips and ideas for ways parents can help their children at home with resources they already have.	Complete 06/09/2019	Kelley James	06/09/2019
<i>Notes:</i> Continuation goal				
The Recipes for Success resource offers suggestions for parents that do not require them to purchase anything. The ideas include items usually already within the home environment. We have also purchased the Spanish version of this newsletter to better guarantee inclusion of all demographics.				
1/24/19	The Union Grove Facebook page will be used to communicate, through social media, to families and community members regarding events and celebrations at Union Grove.	Complete 06/09/2019	Kelley James	06/09/2019
<i>Notes:</i> The frequency will most likely be more than twice monthly, however, the minimum will be twice monthly.				
9/9/19	Conduct Open House for K-5 students.	Complete 08/05/2019	Kelley James	08/05/2019
<i>Notes:</i>				
9/9/19	Union Grove Elementary will host its annual Boo Hoo Breakfast for kindergarten parents.	Complete 08/23/2019	Kelley James	08/23/2019
<i>Notes:</i> Parents of kindergarten students are invited to attend a Boo Hoo Breakfast on the last day students are allowed to be walked to class. It gives new parents the opportunity to network with each other and get to know the families of their student's classmates.				
9/9/19	Invite parents, school wide, to participate in Class Dojo for behavior management system.	Complete 08/30/2019	Jacqueline Kelly	08/30/2019
<i>Notes:</i>				
9/9/19	Union Grove Elementary will host a Founders Day Celebration to celebrate the 90th birthday of the school on its current site.	Complete 09/14/2019	Kelley James	09/14/2019
<i>Notes:</i> Community members and alumni have been invited to attend as we				

celebrate the heritage of our school and community.

9/9/19 Kindergarten team will host a kindergarten parent information day.

Ashley Bragg

09/19/2019

Notes: The kindergarten team will host two sessions of information for parents. One session will be at 2:45 on September 19. The other session will also be on September 19 at 5:30pm. These information sessions will allow parents to learn what types of expectations they can expect to see for their children. These expectations will include literacy, math, as well as other subject areas. Parent sign in sheets will document the number who attend.

9/9/19 Union Grove Elementary will host its annual VIP Week (formerly known as Grandparents Week).

Kelley James

09/23/2019

Notes: This event spans the whole weeks as the children in our school can invite someone special to join them for lunch. Many of our parents, grandparents, etc., attended Union Grove as well.

8/26/19 Third Grade Team will host and conduct an information session on Read to Achieve legislation.

Elizabeth Hayes

09/26/2019

Notes: As part of the RtA legislation, third grade teachers will host an information session for parents regarding the requirements and their processes for executing the legislation. Sign in sheets will be used to document how many attend.

9/9/19 The Union Grove Facebook page will be used to communicate, through social media, to families and community members regarding events and celebrations at Union Grove.

Kelley James

12/19/2019

Notes: