

## Comprehensive Progress Report

**Mission:** Union Grove Elementary will prepare ALL children to become productive, responsible, independent citizens.

**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.

**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) 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 20-21: Union Grove will have a minimum of 65% of their students reaching grade level performance through core instruction by May 28, 2021 as measured by EOGs.

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: At Union Grove, our Parent Relationships will improve through revitalizing parent nights and communication and community partnerships by having 100% of Union Grove teachers having face to face conferences with 90% or more of their students' parents at a minimum of twice a year. 20-21 TARGET GOAL: In the 2020-21 school year, teachers will implement strategies throughout the year through revitalizing parent nights highlighting specific subgroups to perform/present, EOG nights with incentives, and out-reach to hard-to-reach families in different low income communities. Through these outreaches, Union Grove will increase parent face-to-face participation in parent/teacher conferences. This will be measured by an increase of 10% from first semester to second semester. Aug-Dec 2020 Short Term Goal - In the 2020-2021 school year, teachers will implement strategies throughout the year (pending policy with COVID-19) through revitalizing parent nights by targeting specific subgroups (Hispanic) with parent conferences and other parent nights and out-reach to hard-to-reach families in a low income area while gaining strengthening community business/church partnerships. Through these outreaches, Union Grove will increase parent face-to-face participation

4.06-Students will have meaningful relationships with staff and peers. Staff will consider the whole child when dealing with behavior issues. Staff will uphold consistent expectations around the school and use PBIS to reward students. Overall behavior issues will be reduced. Strategic Goal: At Union Grove Elementary, student relationships will improve with each other and with staff members as evidenced by reducing the ODRs (from 25 2019-2020 year) to 20 total ODRs (2 Bus / 18 School) and will also be evidenced by student survey data through the strengthening of character traits and relationships between students and staff. Target Goal: For the 2020-2021 school year, the number of ODRs will be reduced from 25 overall to 22 ODRs ( 19 school / 3 bus) as well as evidenced by student survey data through the strengthening of character traits and relationships between students and staff by May 28, 2021. Aug-Dec 2020 Short Term Goal: Student relationships will improve as evidenced by reducing ODR's to 11 during Aug- Dec 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 individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>September 2020:</p> <p>The MTSS Academic Team was restructured and deployments were created to align with school needs. RTI processes were in the initial stages for implementation when COVID hit in March 2020. The focus is to provide training for teachers to strengthen core instruction and strategically utilize data to plan for core instruction. Moving forward, we are also utilizing RTI PD (Janna and Adrienne) to assist in intervention training with leadership support in guiding teachers through data analysis and next steps to support student learning.</p>		Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		<p>September 2020:</p> <p>Union Grove will have a minimum of 65% of their students reaching grade level performance through core instruction by May 28, 2021 as measured by EOGs. SIT has been restructured for budget spending to align with school instructional needs. Teacher collaboration and research based purchases have also started in 20-21. Data will be analysed with strategic and clear next steps after pertinent assessments guided by the IF in PLCs.</p> <p>When core and tier practices are implemented with fidelity, differentiation in math and reading will be consistent and on-going with minimal teacher assistance needed for data analysis and next steps.</p>			Elizabeth Hayes	06/05/2020
<i>Actions</i>				65 of 75 (87%)		
	9/11/20	Training and updates on universal screening tools K-5 i-Ready.		Complete 09/03/2020	Whitney Jordan	08/28/2020

	<i>Notes:</i> K-3 will be using the i-Ready Diagnostic in Reading			
9/11/20	Review Core Instruction District expectations in PLCs	Complete 09/02/2020	Whitney Jordan	09/02/2020
	<i>Notes:</i>			
9/11/20	Analyze Reading and Math BOY universal screening data, including EC and ESL students, from i-Ready and write Tier 1 Core Instruction Plan for Reading and Math		Whitney Jordan	09/30/2020
	<i>Notes:</i>			
9/29/20	Provide professional development with a refresher in Letterland from Cristy Wagner. This will support our two subgroups, EC and ESL students.		Whitney Jordan	12/04/2020
	<i>Notes:</i>			
9/11/20	In PLCs, analyze Reading and Math MOY universal screening data, including EC and ESL students, and update Tier 1 Core Instructional Plan with next steps for Reading and Math.		Whitney Jordan	01/23/2021
	<i>Notes:</i>			
9/11/20	3rd-5th Grade analyze NC Check-In data, including EC and ESL students, in PLCs. Dates October 30, February 11, April 16		Whitney Jordan	04/23/2021
	<i>Notes:</i>			
9/11/20	Create a MTSS/Rtl Stored tracking sheet with progress monitoring, cycle dates, and next steps and share with teachers. Check and monitor for fidelity in PLCs twice a month and review at MTSS Goal Team meetings.		Elizabeth Hayes	05/21/2021
	<i>Notes:</i>			
9/11/20	Implement the new structure for math groups, which includes EC and ESL students. Fidelity will be measured and data will be collected and analyzed through CWT. We will discuss the data in PLCs once a month.		Whitney Jordan	05/21/2021
	<i>Notes:</i>			
9/11/20	Implement Core Phonics in Grades 1-2 for Tier 2, Tier 3, and other students needing supplemental phonics instruction, including EC and ESL students. Data will be analyzed in PLCs at least monthly. Groups will be reformed as needed.		Whitney Jordan	05/21/2021
	<i>Notes:</i>			
9/11/20	Implement Phonics for Reading in Grades 3-5 for Tier 2, Tier 3, and other students needing supplemental phonics instruction, including EC and ESL students. Data will be analyzed in PLCs at least monthly. Groups will be reformed as needed.		Whitney Jordan	05/21/2021

<i>Notes:</i>							
9/11/20	In PLCs, analyze Reading and Math EOY universal screening data, including EC and ESL students, and update Tier 1 Core Instructional Plan with next steps for Reading and Math.					Whitney Jordan	05/28/2021
<i>Notes:</i>							
9/11/20	PLC teams will plan collaboratively each week and will utilize the Reading and Math lesson planning documents. The Leadership Team will be assigned to two grade levels and will review plans weekly and give feedback as needed.					Whitney Jordan	05/28/2021
<i>Notes:</i>							
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			The PBIS matrix was reviewed by the goal team and shared with staff and students. Tiger Paw reward system was implemented and shared with staff and students. Grade level teams were determined (black/red) to encourage participation with matrix expectations. Morning meeting procedures were taught to staff and is being done daily by evidence of the master schedule. Second step will be taught one time per week along with a monthly character trait within the morning meeting timeframe. Staff can refer students to receive a mentor through a shared document. Staff members are encouraged to volunteer to serve as the adult mentors strengthening our student/staff relationships. The class with the highest quarterly attendance percentage will receive a reward, encouraging regular attendance.	Limited Development 09/02/2020			
<i>How it will look when fully met:</i>			4.06- Once fully implemented, Tier 1 (PBIS) should be represented by approximately 80% or more of the student population. The behavior expectation matrix should be taught and followed by ALL staff. The reward system should be consistent and motivating to our stakeholders. Strong supports such as creative attendance incentives, a relationship-based mentor program, and authentic morning meetings should be systematic so Tiers 2 (15% or less) and 3 (5% or less) are indicative of the intervention process. When this objective is fully met, academic achievement will increase due to students having more time on task, creating fewer interruptions, staying highly engaged, and feeling safe and loved while at school.		Chante Vaughn	05/28/2021	
<b>Actions</b>				<b>1 of 13 (8%)</b>			

9/2/20	Mentor- Train teachers about mentor program and expectations.		Drew Welborn	08/18/2020
<i>Notes:</i>				
9/2/20	PBIS- Revisit matrix. Make needed changes. Share PBIS expectations with staff.	Complete 08/18/2020	Chante Vaughn	08/18/2020
<i>Notes:</i> Matrix reviewed and changes made 8/10/2020. Staff informed of matrix on 8/18/20				
9/2/20	Morning Meeting- Review Morning Meeting expectations with staff (daily & 4 components).		Kelly Hill	08/19/2020
<i>Notes:</i>				
9/2/20	PBIS- Goal Team will analyze 19-20 discipline data.		Chante Vaughn	08/26/2020
<i>Notes:</i> Vaughn met with grade level teachers during PLC's to discuss data.				
9/2/20	Mentor- Create google doc for mentor/mentee log.		Marissa Ireland	08/28/2020
<i>Notes:</i> Google doc was created and shared with staff.				
9/2/20	Mentor-Check in with teachers to make sure they are meeting with mentee and document on google doc as fidelity measure		Marissa Ireland	08/28/2020
<i>Notes:</i>				
9/2/20	Mentor- Admin sends a reminder message for checking in with mentee through the weekly update.		Marissa Ireland	08/28/2020
<i>Notes:</i>				
9/2/20	Morning Meeting- Monthly character trait and Second Step lesson will be integrated weekly.		Kelly Hill	09/01/2020
<i>Notes:</i>				
9/2/20	Morning Meeting- Make google folder to house MM ideas/activities for staff use.		Kelly Hill	09/01/2020
<i>Notes:</i> Google folder was created and shared to staff.				
9/2/20	PBIS- Make a new specific area matrix for hallway, playground, bathroom, cafeteria, car riders/bus riders matching the school-wide matrix.		Chante Vaughn	09/15/2020

	<i>Notes:</i> Matrix is updated; Callie sent the papers to North Middle to have posters made.		
9/2/20	PBIS- Create Tiger class groups (red,black) and make Tiger Paws bulletin board in the cafeteria.	Jacqueline Kelly	09/15/2020
	<i>Notes:</i> Class groups have been made; working on finalizing the bulletin board in the cafeteria.		
9/2/20	During MTSS PLC, teachers will share Morning Meeting ideas/activities as a fidelity measure.	Chante Vaughn	09/30/2020
	<i>Notes:</i>		
9/2/20	Attendance Incentives- reward for class with highest attendance percentage quarterly.	Kathy Davis	10/20/2020
	<i>Notes:</i>		

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		9.17.20 Update: Teachers are reaching out to families through weekly newsletters and regular communication via phone calls, email and Class Dojo. Two documents quarterly (Tiger Times) will be translated to help strengthen Spanish speaking family relationships. We are currently planning Fall Conferences with the ISS interpreters to make fall conferences more convenient for ESL families with multiple children by scheduling conferences back to back. Grade level teams are working on authentic ways to complete parent conferences and create excitement with the kids to encourage participation. We are also planning a dress like your favorite book character day the last Friday in October and we will link an academic engagement activity to this day. Even if we are limited by regulations on visitors due to COVID 19, teachers will create picture slideshows or videos of students to increase family engagement. Business partners are being contacted with specific requests of student and school needs.	Limited Development 06/02/2017		

<p><b>How it will look when fully met:</b></p>	<p>9.14.20 Update: This objective is now a focus on family and community engagement. We have a team committed to this specific goal. In the 2020-2021 school year, teachers will implement strategies throughout the year (pending policy with COVID-19) through revitalizing parent nights by targeting specific subgroups (Hispanic) with parent conferences and other parent nights and outreach to hard-to-reach families in a low income area while gaining strengthening community business/church partnerships. Through these outreaches, Union Grove will increase parent face-to-face participation in parent/teacher conferences. This will be measured by an increase of 15% from first semester to second semester.</p>		<p><b>Bridget Allen</b></p>	<p><b>05/28/2021</b></p>
<p><b>Actions</b></p>		<p><b>39 of 50 (78%)</b></p>		
<p>9/14/20</p>	<p>In October set a date for “Dress Like your Favorite Book Character” &amp; as a grade level invite/create a family academic engagement linked to it on this chosen Friday</p>		<p>Joanna Brown</p>	<p>09/18/2020</p>
<p><i>Notes:</i></p>				
<p>9/14/20</p>	<p>As a grade level team, create an authentic way to complete parent conferences (kids excitement) ie: student led, incentives</p>		<p>Shawna Stroud</p>	<p>09/18/2020</p>
<p><i>Notes:</i></p>				
<p>9/14/20</p>	<p>Schedule District Translator to assist with face to face conferences with Hispanic families (2 times per year) - while targeting a specific time to schedule sibling’s meeting’s back to back.</p>		<p>Bridget Allen</p>	<p>09/21/2020</p>
<p><i>Notes:</i></p>				
<p>9/14/20</p>	<p>Sit down with admin to plan dates for family nights, EOG nights, parent conferences and community outreach days.</p>		<p>Hannah Rash</p>	<p>09/30/2020</p>
<p><i>Notes:</i></p>				
<p>9/14/20</p>	<p>Create a list of partners(and contact) in the community and determine any school-wide connections for reaching out.</p>		<p>Shawna Stroud</p>	<p>09/30/2020</p>
<p><i>Notes:</i></p>				

9/14/20	Set a time and date to meet with reps from each of the potential community partners where school needs and ways to give back are shared by the principal, students, and other designated staff.		Mitzi Mitchell	10/27/2020
<i>Notes:</i>				
9/14/20	Set up a home visit with admin/counselor to visit families who do not show up for your fall & spring parent-teacher conference.		Bridget Allen	11/13/2020
<i>Notes:</i> 2nd Target Date 4/9/2021				
9/14/20	Set time and date for community location outreach and determine activities and those responsible		Robin Hansel	12/04/2020
<i>Notes:</i>				
9/14/20	Create an activity that includes a non-threatening phrase to find out about home transportation: What kind of car does your family drive and document on a google doc for to note home transportation in each classroom based on Fall Conference Data.		Joanna Brown	12/04/2020
<i>Notes:</i>				
9/14/20	Create a document where teachers can enter how many will be eating pizza/food incentive from each class on any designated family nights & determine who will be serving/picking up items (Spring Conferences - Deadline beginning of March).		Mitzi Mitchell	02/26/2021
<i>Notes:</i>				
9/14/20	Provide at least two Spanish translations of parent communication each quarter to help strengthen Spanish Speaking family relationships (Translators: Brenda Cruz & Herbert Vanagas).		Bridget Allen	05/01/2021
<i>Notes:</i>				