

## Comprehensive Progress Report

**Mission:** Mission Statement:

T - Thinking & Togetherness  
I - Investing & Igniting  
G - Growing & Giving  
E - Encouraging & Enthusiastic  
R - Reaching Goals & Respecting Others  
S - Success

I AM A TIGER!

**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:**

Alter the text and click the 'Update' link. Be sure to 'Save' when done.

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 2021-22: Union Grove will grow from 38.3% to 45% of their students reaching grade level proficiency in Reading through core instruction by June 8, 2022 as measured by EOGs. Union Grove will grow from 40.5% to 46% of their students reaching grade level proficiency in Math through core instruction by June 8, 2022 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. 2021-22 TARGET GOAL: In the 2021-22 school year, teachers will implement strategies throughout the year through revitalizing parent nights highlighting specific subgroups to perform/present, EOG nights with incentives, and outreach 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.

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 43 2020-2021 year) to 34 total ODRs (6 Bus / 28 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 2021-2022 school year, the number of ODRs will be reduced from 43 overall to 34 ODRs ( 28 school / 6 bus) as evidenced by student survey data through the strengthening of character traits and relationships between students and staff. Short Term Goal: Student relationships will improve as evidenced by reducing ODR's to 17 during Aug 2021-Jan 2022 (First Semester).



! = 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 2021:</p> <p>The MTSS Academic Team was restructured and deployments were created to align with school needs. RTI processes are implemented and a school-wide intervention time is being followed. (Tiger Time)</p> <p>Training for teachers to strengthen core instruction and strategically utilize data to plan for core instruction will be ongoing. Moving forward, we are also utilizing Math PD (Dr. Bosse') to assist in best practices 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 2021:</p> <p>Union Grove will grow from 38.3% to 45% of their students reaching grade level proficiency in Reading through core instruction by June 8, 2022 as measured by EOGs. Union Grove will grow from 40.5% to 46% of their students reaching grade level proficiency in Math through core instruction by June 8, 2022 as measured by EOGs. SIT has been restructured for budget spending to align with school instructional needs. Teacher collaboration and research based purchases will be</p>		Elizabeth Austin	06/08/2022

continued in 2021-22. Data will be analysed with strategic and clear next steps after pertinent assessments guided by the IF in PLCs.

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.

<b>Actions</b>		<b>76 of 89 (85%)</b>		
9/13/21	Bridges Math Program piloted for 3rd and 4th grade. Training for teachers will take place at the beginning of the year.	Complete 08/16/2021	Whitney Jordan	08/16/2021
	<i>Notes:</i>			
9/13/21	Review Core Instruction District expectations in PLCs		Whitney Jordan	08/20/2021
	<i>Notes:</i>			
9/13/21	Training and updates on universal screening (K-3) tools - mClass for Reading and i-Ready for Math		Whitney Jordan	08/20/2021
	<i>Notes:</i>			
9/13/21	In PLCs, analyze Reading and Mth 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	09/30/2021
	<i>Notes:</i>			
9/13/21	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	01/31/2022
	<i>Notes:</i>			
9/13/21	In PLCs, 3rd-5th grades analyze NC Check-In data, including EC and ESL students. (Dates: October 30, February 11, April 16)		Whitney Jordan	04/30/2022
	<i>Notes:</i>			
9/13/21	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	06/03/2022
	<i>Notes:</i>			
9/13/21	MTSS Team will meet once a month to review and discuss intervention plans for specific students mentioned in PLCs.		Jane Hager	06/03/2022
	<i>Notes:</i>			

9/13/21	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	06/08/2022	
<i>Notes:</i>					
9/13/21	Implement Core Phonics in Grades 1-2 for Tier 2, Tier 3, and other students needing supplemental phonics instruction. mClass will be used for progress monitoring. Data will be analyzed in PLCs at least monthly. Groups will be reformed as needed.		Marissa Ireland	06/08/2022	
<i>Notes:</i>					
9/13/21	Implement Phonics for Reading in Grades 3-5 for Tier 2, Tier 3, and other students needing supplemental phonics instruction. Data will be analyzed in PLCs at least monthly. Groups will be reformed as needed.		Elizabeth Austin	06/08/2022	
<i>Notes:</i>					
9/13/21	Analyze i-Ready data (after BOY, MOY, EOY) and complete the Tiger Time template. Template will be reviewed during monthly PLC meetings and during Rtl Stored checks.		Whitney Jordan	06/08/2022	
<i>Notes:</i>					
9/13/21	Establish processes and procedures for MTSS instructional/intervention problem-solving meetings once a month during PLCs. Update Rtl Stored and review progress monitoring data. Include details and next steps in PLC agenda. Engage in discussion about assessments to do the following: 1) identify students who are at-risk, 2) determine why students are at risk, 3) monitor student growth/progress, 4) inform instructional/intervention planning, 5) determine student attainment of academic, behavior, and social-emotional outcomes.		Whitney Jordan	06/08/2022	
<i>Notes:</i>					
<b>Implementation:</b>		02/14/2018			
<b>Evidence</b>		2/14/2018 All mid year assessments are complete.			
<b>Experience</b>		2/14/2018 Due to the change in the school assessment time frame because of snow, the assessment windows were adjusted.			
<b>Sustainability</b>		2/14/2018 We are back on track after the assessment window adjustments.			
<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>
<b>Initial Assessment:</b>		The PBIS matrix was shared and reviewed with staff and students. Goal	Limited Development 09/02/2020		

	<p>team members revised our "Teacher Managed vs. Classroom Managed" matrix and shared with staff. Our Tiger Paw reward system was reviewed by goal team members and shared with staff and students. Goal team members revised the reward list to keep it fresh. Grade level teams were determined (black/red) to encourage participation with matrix expectations. Team with the most tiger paws at the end of first semester receives a larger reward. Morning meeting procedures were reviewed with staff and is being done daily by evidence of the master schedule. Second step will be taught one time per week (both the SEL Second Step and Bullying curriculum) along with a monthly character trait within the morning meeting timeframe. A community based mentor program will be coming to support our at risk students. This will positively influence our students as well as strengthen our community relationships. Classes (K-2 and 3-5) with the highest quarterly attendance percentage will receive a reward, encouraging regular attendance. Attendance documentation processes were explained to teachers during PLC's.</p>			
<b>How it will look when fully met:</b>	<p>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.</p>		<b>Chante Vaughn</b>	<b>06/10/2022</b>
<b>Actions</b>		<b>35 of 44 (80%)</b>		
9/15/21	The PBIS matrix was shared and reviewed with staff.	Complete 08/19/2021	Chante Vaughn	08/19/2021
<i>Notes:</i>				
9/15/21	Goal team members revised our "Teacher Managed vs. Classroom Managed" matrix and shared with staff.	Complete 08/19/2021	Chante Vaughn	08/19/2021
<i>Notes:</i>				
6/2/21	PBIS- PD with district behavior specialists to improve fidelity of Tier 1 classroom behavior systems.	Complete 08/19/2021	Chante Vaughn	08/20/2021
<i>Notes:</i>				

6/2/21	Morning Meeting- Assign a specific day of the week to teach Second Step during Morning Meeting.	Complete 08/19/2021	Kelly Hill	08/23/2021
	<i>Notes:</i>			
9/15/21	Our Tiger Paw reward system was reviewed by goal team members and shared with staff and students.	Complete 08/23/2021	Kelly Hill	08/23/2021
	<i>Notes:</i>			
9/15/21	Goal team members revised the tiger paw reward list to keep it fresh and motivating to the students.	Complete 08/18/2021	Hannah Rash	08/23/2021
	<i>Notes:</i>			
9/15/21	Morning meeting processes and expectations were reviewed with teachers.	Complete 08/19/2021	Kathy Davis	08/29/2021
	<i>Notes:</i>			
9/15/21	Attendance documentation processes explained to teachers during PLC's.	Complete 08/31/2021	Jennifer Troutman	08/31/2021
	<i>Notes:</i>			
6/2/21	Attendance- Counselor and social worker meet with T2 students from last year to discuss attendance goals for the 2021-2022 year.	Complete 08/30/2021	Chante Vaughn	09/03/2021
	<i>Notes:</i>			
9/15/21	Update a google folder with favorite Morning Meeting activities to share with staff.		Chante Vaughn	09/21/2021
	<i>Notes:</i>			
9/15/21	Determine class reward for highest attendance percentage each quarter (K-2 and 3-5).		Chante Vaughn	10/26/2021
	<i>Notes:</i>			
6/2/21	Attendance- Implement weekly reward for T2 attendance students.		Chante Vaughn	10/26/2021
	<i>Notes:</i>			
6/2/21	PBIS- Create a weekly calendar to teach specific areas of the PBIS matrix.		Kelly Hill	10/26/2021
	<i>Notes:</i>			
6/2/21	PBIS- Continue Red or Black Tiger Paw challenge.		Kelly Hill	01/14/2022
	<i>Notes:</i>			
6/2/21	Attendance- Collaborate with our social worker to conference with T2 parents and sign attendance contracts.		Chante Vaughn	01/14/2022

<i>Notes:</i>				
9/15/21	Organize a community based mentor program to support our at risk students.		Chante Vaughn	01/19/2022
<i>Notes:</i>				
6/2/21	PBIS- Plan pep rally at the end of 1st semester to celebrate Red or Black team winners.		Kelly Hill	01/19/2022
<i>Notes:</i>				
6/2/21	PBIS- Create end of year schedule for K-2 to use the gym during EOG testing.		Hannah Rash	05/15/2022
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>		<b>Family Engagement</b>				
<b>!</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>
<b>Initial Assessment:</b>			9.17.21 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. Business partners are being contacted with specific requests of student and school needs.	Limited Development 06/02/2017		
<b>How it will look when fully met:</b>			9.17.21 Update:  In the 2021-22 school year, teachers will implement strategies		<b>Bridget Allen</b>	<b>05/28/2022</b>

throughout the year through revitalizing parent nights highlighting specific subgroups to perform/present, EOG nights with incentives, and outreach 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.

<b>Actions</b>		<b>54 of 69 (78%)</b>		
9/7/21	Sit down with admin. to plan dates for family nights, EOG nights, parent conferences and community outreach days.		Shawna Stroud	09/30/2021
<i>Notes:</i>				
9/7/21	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.		Allison Hughes	09/30/2021
<i>Notes:</i> September and February				
9/7/21	In October set a date for "Dress Like your Favorite Book Character" & as a grade level invite/create a family academic engagement linked to it on this chosen Friday.		Katie Templeton	09/30/2021
<i>Notes:</i>				
9/7/21	Mail Tiger Times to our business partners, Jr Sit Team will send thank you notes or school updates to these business partners and the Jr. Sit Team will address envelopes.		Katie Templeton	10/15/2021
<i>Notes:</i>				
9/7/21	As a grade level team, create an authentic way to complete parent conferences (kids excitement) ie: student led, incentives		All Teachers	10/19/2021
<i>Notes:</i> October 12 or 19, then last week of February or March 1st				
9/7/21	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.		Jennifer York	10/29/2021
<i>Notes:</i> Two times per year, October and March				

9/7/21	Set up a home visit with admin/counselor to visit at-risk families who do not show up for your fall & spring parent-teacher conference.		Bridget Allen	11/30/2021
	<i>Notes:</i> November and April			
9/7/21	Set Date for Spring Conferences		Shawna Stroud	01/15/2022
	<i>Notes:</i>			
9/7/21	Have Herbert to send out phone tree message in Spanish prior to Spring conferences to advise parents that conferences are coming up and send sign-up information out in Spanish		Allison Hughes	02/10/2022
	<i>Notes:</i>			
9/14/20	Create a document where teachers can enter how many will be eating pizza/food/performance 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	02/26/2022
	<i>Notes:</i> Due to Covid restrictions, we were unable to have Pizza/ food incentive for a family night. The Spring Concert was held virtually.			
1/22/21	Create a document to send home with families during Spring conferences, with a bulleted list for parents (in English and in Spanish) Ex. Reminder about Kindergarten registration, upcoming events, etc.		Bridget Allen	03/05/2022
	<i>Notes:</i> After discussion in our Goal Team meeting, we decided it was best to let each teacher create their own document to send home with families for Spring Conferences.			
9/7/21	Create a document to send home with families of upcoming Kinders listing particular skills that they should work on prior to the beginning of Kindergarten. Ex. be able to write your first name, be able to count to 10, be potty trained, etc. (Have Herbert or Brenda translate)		Robin Hansel	04/15/2022
	<i>Notes:</i>			
9/7/21	Include in your newsletter common strategies/ language for parents to use at home. Ex. Addition strategy that progresses through the grade levels.		All Teachers	05/01/2022
	<i>Notes:</i> Teachers have the option of doing a weekly or bi-weekly newsletter that will include this information.			
9/7/21	Provide at least two Spanish translations of parent communication each quarter to help strengthen Spanish Speaking family relationships (Translators: Brenda Cruz & Herbert Vanagas).		Allison Hughes	05/05/2022

Notes: