

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: Educate, Engage, Empower, Excite, EVERY child! EVERY day!

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 60% of their students reaching grade level performance through core instruction by June 2025 as measured by EOGs and mClass assessments. Target Goal 2022-23: Union Grove will grow from 41.4% to 45% of their students reaching grade level proficiency in Reading through core instruction by June 9, 2023 as measured by EOGs. Union Grove will grow from 46.6% to 50% of their students reaching grade level proficiency in Math through core instruction by June 9, 2023 as measured by EOGs. Target Goal 23-24: Union Grove will grow from 48.6% to 52% of their students reaching grade level proficiency in Reading through core instruction by May 24, 2024 as measured by EOGs. 42% of K-3 students will be performing on or above grade level as measured by mClass testing.

4.06-Students will be highly engaged while learning their academic standards and while participating in general school activities. They will develop meaningful relationships with staff and peers. Staff will consider the whole child when planning lessons and presenting activities as to appeal to all learning styles to better engage our students. Staff will uphold consistent expectations around the school and use PBIS to reward students, further motivating them to be successful. Overall student achievement will rise due to higher student engagement and stronger relationships. Strategic Goal: At Union Grove Elementary, authentic student engagement will improve to 90% by May 2025 as based on CWT data and it will also be evidenced by student survey data through the strengthening of character traits and relationships between students and staff. Parent relationships will improve by increasing the skills of families to support student learning as measured by parent feedback. Target Goal: For the 2023-24 school year, student engagement will improve by improving authentic engagement to 80% as evidenced by CWT. Parent relationships will improve by increasing the skills of families to support student learning as measured by parent feedback.



! = 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>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, Interventionist, and Part Time Tutors). Training for teachers to strengthen core instruction and strategically utilize data to plan for core instruction will be ongoing in PLCs with a focus on differentiated teacher led station rotation. Moving forward, we are also utilizing LETRS, Heggerty, Morpheme Magic, and Magnetic Reading (all new to UG) to assist in best practices training with leadership support in guiding teachers through data analysis and next steps for instruction to support student learning.</p>	<p>Limited Development 08/16/2017</p>		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>September 2023</p> <p>Union Grove will grow from 48.6% to 52% of their students reaching grade level proficiency in Reading through core instruction by May 24, 2024, as measured by EOGs. 3-5 Teachers will grow students by using LETRS strategies to enhance instruction of basic reading, oral language, and reading comprehension. Reading comprehension will also be supported with the Magnetic Reading 3-5 reading curriculum. Magnetic Reading offers rigorous questioning that is supported by writing in order to strengthen comprehension. K-2 teachers will continue to implement daily Heggerty lessons to explicitly teach phonemic awareness. Letterland along with strategies from the Science of Reading will support student growth and proficiency in basic reading skills. Core instruction will be supported through supplemental and intensive interventions during Tiger Time by the classroom teachers and throughout the day by tutors and the school Interventionist.</p> <p>Union Grove will grow from 48.6% to 52% of their students reaching grade level proficiency in Reading through core instruction by May 24, 2024 as measured by EOGs.</p> <p>42% of K-3 students will be performing on or above grade level as measured by mClass testing.</p>			Katherine Templeton	05/31/2024
Actions			110 of 123 (89%)		
	9/14/17	Establish master schedule with protected blocks of instructional time for core curriculum delivery.	Complete 06/14/2017	Kellie Thompson	06/14/2017

	<i>Notes:</i> A master schedule was developed at the end of the year, with teacher input, to guarantee protected blocks of instructional time as well as coordinating the schedule with Exceptional Children and English Language Learners to ensure they are receiving multiple exposures to content. This process is documented in the master schedule as evidenced in the upload to the Union Grove folder.			
9/14/17	Review 2016-2017 data and identify gap areas.	Complete 08/21/2017	Kelley James	08/21/2017
	<i>Notes:</i> This initial step at the beginning of the school year sets the tone for determining the need for adjustments in instructional delivery. This analysis, while not necessarily frequently recurring, will be used as a baseline for comparison as we progress through the 2017-2018 school year.			
9/14/17	Align resources being used to the updated I-SS Curriculum Guide to match pacing and essential curriculum.	Complete 08/23/2017	Kellie Thompson	08/23/2017
	<i>Notes:</i> The curriculum guide and the alignment of the resources will be visited weekly during PLCs to make necessary adjustments for students not being successful or to adjust the pacing as needed to best meet the instructional needs of the students. This is documented within the curriculum notebooks put in place at the beginning of the year.			
9/14/17	Administer preliminary assessments for baseline data (mClass, iReady, BOG, NCINSI).	Complete 09/29/2017	Kelley James	09/29/2017
	<i>Notes:</i> Other than the BOG, these assessments have a BOY, MOY, and EOY execution timeline. mClass, iReady, and NCINSI are used to assess progress over time to measure growth and acquisition of content. These assessments are administered by the classroom teachers.			
9/14/17	Using state assessment data, identify and create instructional clusters based on data analysis.	Complete 09/29/2017	Classroom Teachers	09/29/2017
	<i>Notes:</i> Using these state assessments, teachers will create initial cluster groups for instruction and intervention. These groups will be dynamic and will adjust frequently as formative assessment and progress monitoring dictates the need for change.			
9/14/17	Administer district Benchmark Assessments and NC Check-Ins in reading and math.	Complete 10/27/2017	Classroom Teachers	10/27/2017
	<i>Notes:</i> District and state assessments will be administered three times per year prior to end of year summative assessments. Fourth and Fifth grades will participate in NC Check-Ins for reading and/or math.			
9/14/17	Classroom teachers will deliver grade level content to all students daily and assess student acquisition of content through formal and informal assessments.	Complete 10/31/2017	Kellie Thompson	10/31/2017

Notes: Relative to the pacing of the various objectives being taught, teachers will assess acquisition of grade level content at least twice monthly, if not weekly. All students will be exposed to grade level content regardless of instructional level. This will insure that students are exposed to grade level vocabulary and the curriculum for their assigned grade level. This is measured through lesson plans, CWTs, observations, and data analysis.

9/14/17	Teachers will use small group rotations to address student learning at their instructional level. Groups will be differentiated based on data analysis.	Complete 10/31/2017	Kellie Thompson	10/31/2017
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Notes: Within the protected instructional blocks, students will regularly participate in group rotations with instruction based on instructional level. Assessment (formal and informal) data will also be used to adjust groups based on gap areas identified in Tier 1 instruction. This will be documented through CWTs, intervention groups, progress monitoring, and lesson plans.

9/14/17	Use progress monitoring tools in mClass and iReady to track instruction and intervention effectiveness.	Complete 10/31/2017	Kellie Thompson	10/31/2017
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Notes: Twice monthly is an average. Those being successful with core instruction would be progress monitored monthly, strategic twice monthly and intensive weekly. Progress monitoring data sheets for math and reading will be completed based on the intensity and frequency of each individual child. All intervention strategies will be recorded on the PM data sheets then transferred over to RtIStored for Tier documentation. Adherence to the master scheduled will be recorded through the Classroom Walk Through tool. A monthly PLC is devoted to updating MTSS information on both the academic and behavioral sides. Attendance is also being monitored and closely documented, particularly with regards to calling parents when students are absent.

9/14/17	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.	Complete 11/06/2017	Classroom Teachers	10/31/2017
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Notes: One PLC per month will be dedicated to discussion and data entry in RtIStored for academic and behavior concerns. The regular identification and entry into RtIStored will be crucial in determining next steps as well as effectiveness of interventions. Intervention documentation will be uploaded into the plan monthly.

9/14/17	Analyze Benchmark Data, Progress Monitoring, and Classroom Data to identify gaps for second grading period.	Complete 11/06/2017	Classroom Teachers	11/03/2017
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	<i>Notes:</i>			
9/14/17	Identify students are core, strategic, and intensive intervention levels. Adjust intervention strategies based on level of intensity needed.	Complete 01/19/2018	Classroom Teachers	01/19/2018
	<i>Notes:</i>			
9/14/17	Continue to expose all students to grade level content while intervening in needed areas.	Complete 01/19/2018	Kellie Thompson	01/19/2018
	<i>Notes:</i> Documented through CWTs, Lesson Plans, progress monitoring in iReady and mClass.			
9/14/17	Progress monitor and update in RtIStored monthly in PLCs. Move students, as needed, to Tiers 2 and 3 as data dictates.	Complete 01/19/2018	Classroom Teachers	01/19/2018
	<i>Notes:</i> These processes will happen monthly during a designated PLC dedicated to discussing and documenting academic and behavioral intervention.			
9/14/17	Administer mid year assessments in iReady, mClass, NCINSI, NC Check-ins, and BA2.	Complete 01/26/2018	Classroom Teachers	01/19/2018
	<i>Notes:</i> Teachers will administer the mid year assessments and analyze the data, making necessary instructional adjustments.			
2/14/18	Administer end of year assessments in iReady, mClass, NCINSI, NC Check-ins, BA3, and EOGs.	Complete 06/01/2018	Kelley James	06/01/2018
	<i>Notes:</i> These assessment benchmarks will occur at least one more time, some of them two more times depending on the grade levels.			
9/14/18	Teachers and Teaching Assistants will be trained in the appropriate execution of the LLI kits for strong literacy instruction.	Complete 08/23/2018	Kellie Thompson	08/23/2018
	<i>Notes:</i> To broaden the impact of the LLI kits, Dr. Thompson trained the teachers and the teaching assistants on the proper implementation of the LLI kits. She has continued to follow up and support teachers and TAs as they implement, especially for those who are utilizing the resources for the first time. Results will be monitored through mClass assessments and progress monitoring of Dibels and TRC.			
9/25/18	Teachers will receive initial training on the set up and use of Reflex Math, a math fluency resource.	Complete 08/23/2018	Tammy Padgett	08/23/2018
	<i>Notes:</i> Teachers will learn how to enter their students' names and information so Reflex math can be a part of their classroom instruction.			
9/28/18	Students in grades 3-5 identified as potential AIG or currently qualified as AIG will participate in the Noetic Math Challenge twice weekly for the school year.	Complete 09/10/2018	Tammy Padgett	09/10/2018

	<i>Notes:</i> License for identified students was purchased and available for implementation as of September 10, 2018. The Principal receives a weekly update from the program on completion and success rate. This information is then shared with specific teachers who serve these students. There are eleven students currently utilizing this program.			
9/14/18	Create new goal teams based on the three prongs of MTSS--Reading, Math, and Behavior.	Complete 09/11/2018	Kelley James	09/11/2018
	<i>Notes:</i> Teachers either signed up or were assigned (based on their current teaching assignments) to one of three goal teams--Reading, Math, or Behavior. The teams are evenly distributed. Parent representatives are currently being recruited. This structure will be evidenced through Goal Team minutes each month. Update 9.24.18 Parent representatives were acquired and the Goal Team representatives attended the first Goal Team meeting on 9.24.18			
9/25/18	Baseline reading data will be gathered through mClass (K-3) and iReady (4-5).	Complete 09/21/2018	Kellie Thompson	09/21/2018
	<i>Notes:</i> All students will participate in baseline assessment for their grade level to measure beginning of the year data from which to craft reading instruction through proper resource allocation. Students who are below or right at grade level will begin intensive participation in the LLI kits for reading instruction. Kindergarten and first grade students will use LLI kits as their primary reading instruction and differentiation will occur as students progress through the levels.			
9/14/18	Goal Teams will meet and elect a representative for the School Improvement Team.	Complete 09/24/2018	Kelley James	09/24/2018
	<i>Notes:</i> Teams will determine who their representative will be on the School Improvement Team. Once these individuals are determined, we will have an overall silent ballot election of the SIT, per state law. This goal will be evidenced through SIT minutes monthly.			
9/25/18	Teachers will receive training on the data mining and analysis available through the implementation of Reflex Math.	Complete 09/26/2018	Katie Sprinkle	09/26/2018
	<i>Notes:</i> Now that teachers, particularly in Second through Fifth grades, are using Reflex Math as a resource in their classrooms, they will receive professional development on how to mine the data and how to use it to document points of progress or areas of need within the MTSS process. While this training is slated to occur once, any needed follow up will be provided on an as needed basis.			
9/14/18	To improve math fluency, Union Grove Elementary is implementing Reflex Math, an online resource for math fluency practice.	Complete 09/28/2018	Kellie Thompson	09/28/2018

Notes: Teachers received training on August 23, 2018 in the use and monitoring of Reflex Math. The use of Reflex Math is a regular part of the math stations in place for Guided Math Instruction. It has become routine for 3rd-5th grades, initial implementation for 2nd grade has taken place. K-1 will use it as enrichment due to the fact that the program recommendation does not include K-1.

9/25/18	Teachers will send home directions for the use of Zearn and Reflex Math for additional support and use at home.	Complete 10/09/2018	Tammy Padgett	10/05/2018
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Notes: The initial instructions, log in information will be sent home to parents for additional math practice outside of school.

10.9.18--Parents received login information for Zearn and Reflex Math so students could continue practice in math skills at home.

9/25/18	Teachers will turn in progress monitoring documentation for Reading and Math to the Principal monthly.	Complete 10/29/2018	Kellie Thompson	10/30/2018
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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 monthly, 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.

9/14/18	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.	Complete 01/18/2019	Kellie Thompson	01/18/2019
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Notes: The use of iReady Diagnostic is in place to monitor student progress in math and 4th and 5th grade reading. Based on end of year results, there was a strong correlation between success in iReady and success on the EOGs. We are using this program to more readily indicate students in need and use the available interventions to close gaps.

9/14/18	To address Social Emotional Learning at Union Grove Elementary, the guidance counselor is fully implementing the Second Step curriculum school-wide (K-5th).	Complete 01/18/2019	Linda Jackson	01/18/2019
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Notes: The use of this evidence-based curriculum is to address student behaviors and understanding of behaviors in a proactive manner. By utilizing this instructional resource, students will learn skills for listening, empathy, respect, etc. as a method for preventing bullying, addressing depression, and helping reduce the rate of suicide in school-aged children. Lesson plans document the pacing and the anecdotal records collected by the guidance counselor will document the issues that are being addressed and which strategies from the program are used to help students through difficult situations.

9/14/18 As part of the Open Checkout system of the Media Center, the librarian/media specialist will discuss books with the students upon the return of their books.

Complete 01/18/2019

Lisa Reese

01/18/2019

Notes: Mrs. Reese's goal this year is to reestablish the love of reading in our students. She has created a process that models a "book club" feel. She asks the students about their books and has great discussions with the students about their selections. The students are coming back to the library having read their books more thoroughly so they can have their turn and conferencing with Mrs. Reese. It is like multiple mini book clubs throughout the school.

Mrs. Reese received TRC independent reading levels of all K-3 students. Mrs. Reese also used EOG Lexile levels for 4th and 5th grade students. She has conferenced with each grade level gathering a total picture of each student and their reading abilities, not simply relying on diagnostic data. She is using this process to help students select independent level reading materials so they will enjoy what they read and not struggle at their instructional level.

9/14/18 Union Grove will implement the use of the Leveled Literacy Intervention (LLI) kits at multiple grade levels to close gaps in reading.

Complete 05/23/2019

Kellie Thompson

01/18/2019

Notes: Teachers and teaching assistants will use the LLI kits to close literacy gaps in all age groups. These kits are evidence-based resources that we began using at a limited capacity last year. Teachers were very enthusiastic about the results they were seeing and asked for more use of this resource. Union Grove then purchased two more levels of the kits to broaden the use and impact of this resource on student literacy achievement. Impact will be measured through mClass, Progress Monitoring, and iReady Diagnostic (if a 4th or 5th grader).

9.25.18 The LLI kits are in full use in Kindergarten and First Grade. Teachers implemented in a staggered format so the resources would be available for all classes. Two-thirds of the second grade classes are in full use with the third class beginning October 1 as part of the staggered distribution process. One third grade class is currently in use with the other third grade class beginning October 1 as well as part of the staggered distribution process. Fourth and Fifth grade reading classes have also begun their initial roll out of LLI kits. Second through Fifth grade classes will be using LLI kits for students who are currently in need of intervention. All students who are reading at or above grade level will participate in Literature Circles. Progress Monitoring will begin the week of October 1. Groups will be re-evaluated and adjusted by the end of the quarter which ends October 30.

1/24/19	Teachers will disaggregate mid year data to determine gap areas in reading and math.	Complete 02/27/2019	Kelley James	02/27/2019
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Notes: Union Grove staff will utilize the time on the second Early Release Day as our Data Day, the second of the school year. All mClass, iReady, NC Check-in data should be available at this point for a thorough breakdown of student data.

3/11/19	Access, weekly, the curriculum guide to document and plan instruction based on expectations and what has yet to be taught in preparation for end of quarter assessments.	Complete 03/28/2019	Whitney Speer	03/28/2019
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Notes: Based on the data that was reviewed and disaggregated on the Early Release Day, teachers and administrator were able to identify gap areas that had not been taught within the last grading period. Because of these gaps, PLCs will primarily focus on making sure that missing pieces of instruction are taught.

1/24/19	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.	Complete 06/06/2019	Whitney Speer	06/09/2019
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Notes: This is a continuation of the goal that was set in the first semester.

1/24/19	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.	Complete 06/06/2019	Jane Hager and Allison Hughes	06/09/2019
	<i>Notes:</i> 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
	<i>Notes:</i> 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

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 monthly, 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

Notes: 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
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Notes: 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
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Notes:

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
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Notes:

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.	Complete 10/22/2019	Kelley James	10/22/2019
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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.	Complete 10/23/2019	Whitney Jordan	10/23/2019
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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.	Complete 12/19/2019	Whitney Jordan	12/19/2019
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Notes:

8/23/19	Teachers will participate in a book study using the text <i>The Growth Mindset Coach</i> by Annie Brock and Heather Hundley.	Complete 12/19/2019	Kelley James	12/19/2019
	<i>Notes:</i> 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.	Complete 12/19/2019	Whitney Jordan	12/19/2019
	<p><i>Notes:</i> 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.</p> <p>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</p>			
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.	Complete 12/19/2019	Whitney Jordan	12/19/2019
	<p><i>Notes:</i> 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.</p> <p>https://docs.google.com/document/d/1VS2UEE4vuclxBJcgUM-o-fhfvC1ZZnB38jXVZsUzoqk/edit?ts=5d56e2d6</p>			
9/10/19	Union Grove Third Grade is piloting 3rd Grade Letterland.	Complete 12/19/2019	Whitney Jordan	12/19/2019

	<i>Notes:</i> 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.			
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.	Complete 12/19/2019	Classroom Teachers	12/19/2019
	<i>Notes:</i> Also, meet with Chante' Vaughn for any behavioral data that needs to be entered into RtI Stored.			
1/20/20	K-3 teachers to finalize purchases with state literacy money.	Complete 01/24/2020	Kelley James	01/24/2020
	<i>Notes:</i> To have resources to use for the current school year, all K-3 teachers will finalize their purchases for their state-allotted literacy funds.			
1/20/20	Administer district Benchmark Assessments and NC Check-Ins in reading and math.	Complete 01/24/2020	Whitney Jordan	01/24/2020
	<i>Notes:</i> End of semester Check-Ins and K-2 assessments will be administered to monitor progress of acquisition of curriculum. Comparisons will be made to cohort data and grade level trend data.			
1/20/20	Grade level PLCs will participate in a second semester Data Day with the Principal and the Instructional Facilitator, along with Adrienne Blackwelder and/or Janna Sells. These PLC sessions will be used to conduct gap analysis, particularly monitoring EC and ESL student progress data.	Complete 02/04/2020	Whitney Jordan	02/04/2020
	<i>Notes:</i> PLCs will review mid-year data and determine action steps for the remainder of the year leading up to end of year assessments and EOGs.			
1/20/20	Goal Teams to meet and plan Curriculum Night activities to align with standards and inform parents.	Complete 02/24/2020	Whitney Jordan	02/24/2020
	<i>Notes:</i> January 27 February 24 March 3			
1/20/20	Execute Family Curriculum Night.	Complete 03/05/2020	Kelley James	03/05/2020
	<i>Notes:</i> Goal Teams will design activities aligned to their target area for students and parents to partake in an enjoyable family event. This will integrate math, reading, and SEL.			
1/20/20	Administer district Benchmark Assessments and NC Check-Ins in reading and math.	Complete 01/23/2020	Whitney Jordan	04/03/2020
	<i>Notes:</i> End of semester Check-Ins and K-2 assessments will be administered to monitor progress of acquisition of curriculum. Comparisons will be made to cohort data and grade level trend data.			

1/20/20	SIT will meet monthly to discuss business of the school and determine use of resources.	Complete 05/22/2020	Bridget Allen	05/04/2020
	<i>Notes:</i> February 3 March 2 April 6 May 4			
1/20/20	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.	Complete 05/22/2020	Whitney Jordan	05/22/2020
	<i>Notes:</i> Teachers work closely with the Instructional Facilitator to enter data points collected for students transitioning between Tiers in RtIStored!			
1/29/20	To address gaps within our EC and ESL populations, teachers will utilize the extensions in Tools4Teachers that indicate strategies for students not yet mastering the standard.	Complete 05/22/2020	Whitney Jordan	05/22/2020
	<i>Notes:</i> During weekly PLCs, teachers will meet with the Instructional Facilitator to look at student data and align activities and intervention strategies to the skill gap areas.			
1/20/20	Grade level PLCs will meet weekly with Instructional Facilitator to unpack standards and share resources for achieving objectives.	Complete 05/22/2020	Whitney Jordan	05/22/2020
	<i>Notes:</i> As teachers continue to unpack and better understand the standards, this understanding will translate into effective delivery of the curriculum. This year has proven a better adherence to the instructional guides.			
1/20/20	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.	Complete 01/14/2020	Kelley James	05/22/2020
	<i>Notes:</i> Our 4th and 5th grade teams will continue to meet with the members of i-leader to focus on math deficits. This continued relationship with intervention specialists has already begun to show promise as students' iReady data has shown tremendous growth.			
1/20/20	Grade level PLCs will meet monthly with the guidance counselor to review discipline data and enter into RtIStored!	Complete 05/22/2020	Chante' Vaughn	05/22/2020
	<i>Notes:</i> Teams meet the first Monday/Tuesday of each month to discuss discipline data. Mrs. Vaughn also takes this opportunity to coordinate CICO process with appropriate staff members. This data is reviewed to determine entry into RtIStored!			
1/20/20	Teachers will participate in a book study using the text The Growth Mindset Coach by Annie Brock and Heather Hundley.	Complete 06/30/2020	Kelley James	07/31/2020

	<i>Notes:</i> Teachers will continue to read and complete Google Forms for each monthly chapter. Completion of the Google Form documents acquisition of CEUs at the end of the year.			
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	Complete 09/30/2020	Whitney Jordan	09/30/2020
	<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.	Complete 01/29/2021	Whitney Jordan	01/23/2021
	<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.	Complete 05/28/2021	Whitney Jordan	03/31/2021
	<i>Notes:</i> Ms. Wagner agreed to come, but did not respond with a date after multiple emails. Action was not able to be completed.			
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	Complete 04/23/2021	Whitney Jordan	04/23/2021
	<i>Notes:</i>			
2/2/21	Implement whole group and station rotation with math instruction including: concrete manipulatives, abstract work, number talks, and a monthly PBL.	Complete 05/21/2021	Elizabeth Hayes	05/21/2021
	<i>Notes:</i>			
9/11/20	Create a MTSS/RtI 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.	Complete 06/01/2021	Whitney Jordan	05/21/2021
	<i>Notes:</i> This step will continue into the 2021-22 school year.			
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.	Complete 05/21/2021	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.	Complete 05/21/2021	Katie Templeton	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.	Complete 05/21/2021	C. Dotson, D. Marotta	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.	Complete 06/01/2021	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.	Complete 06/01/2021	Whitney Jordan	05/28/2021
<i>Notes:</i>				
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	Complete 08/19/2021	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	Complete 08/19/2021	Whitney Jordan	08/20/2021
<i>Notes:</i>				
9/13/21	In PLCs, 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.	Complete 09/30/2021	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.	Complete 01/25/2022	Whitney Jordan	01/31/2022
<i>Notes:</i>				
5/9/22	In PLCs, analyze and compare MOY proficiency data to school academic goals to determine which students we can get to proficient by EOY.	Complete 02/22/2022	Whitney Jordan	02/22/2022

<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)	Complete 04/26/2022	Whitney Jordan	04/30/2022
<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.	Complete 06/03/2022	Jane Hager	06/03/2022
<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.	Complete 05/31/2022	Whitney Jordan	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.	Complete 06/08/2022	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 RtI 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.	Complete 06/07/2022	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.	Complete 06/08/2022	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.	Complete 06/08/2022	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 RtI Stored checks.	Complete 06/08/2022	Whitney Jordan	06/08/2022
<i>Notes:</i>				

9/8/22	Provide teacher PD updates on universal screening (K-3) tools mClass for Reading and i-Ready for Math	Complete 08/26/2022	Whitney Jordan	08/26/2022
<i>Notes:</i>				
9/8/22	Review Core Instruction (District Expectations) in PLCs	Complete 08/26/2022	Whitney Jordan	08/26/2022
<i>Notes:</i>				
9/8/22	Laurie Wilkins is providing training for teachers at the beginning of the year and monthly for 2nd-5th grades with implementation expected daily by the end of September. (2:45 monthly at ADR)	Complete 10/21/2022	Laurie Wilkins	09/30/2022
<i>Notes:</i>				
9/8/22	In PLCs, analyze Reading and Math BOY universal screening data using i-Ready and mClass, including EC students with academic IEP goals on SCOS and ESL students receiving services, and write and implement Tier 1 Core Instruction Plan for Reading and Math. Fidelity of implementation in the classroom includes: Planning template, Tier 1 Goal Monitoring, Subgroup data spreadsheet.	Complete 09/27/2022	Whitney Jordan	09/30/2022
<i>Notes:</i>				
9/8/22	Implement Phonics for Reading in Grades 2-5 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 monthly based on data.	Complete 09/30/2022	Elizabeth Austin	09/30/2022
<i>Notes:</i>				
9/8/22	In PLCs, analyze Reading and Math MOY universal screening data, including EC students with academic IEP goals on SCOS and ESL students receiving services, and update Tier 1 Core Instructional Plan with next steps for Reading and Math.	Complete 02/14/2023	Whitney Jordan	01/31/2023
<i>Notes:</i>				
9/8/22	In PLCs, analyze and compare MOY proficiency data to school academic goals to determine which students we can get to proficient by EOY. Then create a plan to work with IF and Intervention Coaches with determined next steps.	Complete 02/14/2023	Teachers	02/28/2023
<i>Notes:</i>				
9/8/22	In PLCs, 3rd-5th grade analyze NC Check-In data, including EC and ESL students and regroup students based on data for guided groups & Tiger Time. (Dates: October 24, January 23, April 17)**	Complete 05/09/2023	Whitney Jordan	04/25/2023
<i>Notes:</i>				

9/8/22	PLC teams will plan collaboratively each week on Tuesdays and/or Wednesdays with leadership, and will utilize the Reading and Math Lesson planning documents (planning document can be adapted to fit needs meeting expectations during this time).	Complete 05/25/2023	Whitney Jordan	06/02/2023
<i>Notes:</i>				
9/8/22	In PLCs, analyze Reading and Math EOY universal screening data, including EC students with academic IEP goals on SCOS and ESL students receiving services, and update Tier 1 Core Instructional Plan with specific next steps for Reading and Math.	Complete 05/30/2023	Whitney Jordan	06/09/2023
<i>Notes:</i>				
9/8/22	Analyze i-Ready data (after BOY, MOY, EOY) and utilize the Tiger Time template. Template will be reviewed during monthly PLC meetings looking at specific students' data and during RtI Stored checks.	Complete 05/29/2023	Whitney Jordan	06/09/2023
<i>Notes:</i>				
9/8/22	mClass will be used in Grade 1 for progress monitoring. Data will be analyzed in PLCs at least monthly. Groups will be reformed based on data.	Complete 05/18/2023	Marissa Ireland	06/09/2023
<i>Notes:</i>				
9/8/22	Establish processes and procedures for MTSS instruction/intervention problem-solving meetings once a month during PLCs. Update RtI Stored and review progress monitoring data. Include details and next steps in PLC agenda. Engage in discussion about assessment 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.	Complete 05/17/2023	Whitney Jordan	06/09/2023
<i>Notes:</i>				
9/8/22	MTSS Team will meet once a month to review and discuss intervention plans for specific students mentioned in PLCs. Checklist will be utilized and communicated to the teacher as a follow up for fidelity in interventions documented on the Goal Team agenda.	Complete 05/31/2023	Jane Hager	06/09/2023
<i>Notes:</i>				
9/8/22	In PLCs, analyze and compare BOY proficiency data to school academic goals to determine which students we can get to proficient by EOY.	Complete 06/02/2023	Teachers	06/09/2023
<i>Notes:</i>				
9/8/22	Identify and unpack essential parts/curriculum of Bridges Math and Number Corner in weekly PLCs.	Complete 05/26/2023	2-5 teachers	06/10/2023
<i>Notes:</i>				

9/8/22	Include a time for K-2 to implement Heggerty Phonemic Awareness in the daily Master schedule and discuss implementation in weekly PLCs.	Complete 05/26/2023	K-2 teachers	06/10/2023
<i>Notes:</i>				
9/8/22	Purchase and implement a LETRS strategy sound walls in K-1. Teachers will refer to the sound walls during reading instruction.	Complete 04/04/2023	Marissa Ireland, K-1 teachers	06/10/2023
<i>Notes:</i>				
9/12/22	In lesson planning weekly, all teachers will include the learning objective/standard that they'll be instructing as the core mini lesson before moving into station rotation.	Complete 05/23/2023	Whitney Jordan	06/10/2023
<i>Notes:</i>				
8/30/23	LETRS expectations for instructional practices by Cohort will be shared out in PLCs. The expectations will be attached to the PLC agenda.	Complete 09/05/2023	Kimberly Keaton	09/05/2023
<i>Notes:</i>				
9/5/23	Grades 4 and 5 reading and science vocabulary after school tutoring two days a week for students who have transportation from tutoring and students who would benefit the most.		Marissa Ireland-Ratcliffe	10/11/2023
<i>Notes:</i>				
8/30/23	Intervention Specialists will work with Tier 2 and Tier 3 students with documented progress monitoring data for the teacher.		Heather Huie	05/10/2024
<i>Notes:</i>				
8/30/23	K-3 teachers will teach Letterland daily with fidelity. Letterland Fidelity Checklist		Laura Stracuzzi	05/10/2024
<i>Notes:</i>				
8/30/23	K-2 teachers will teach Heggerty daily with fidelity. Heggerty Fidelity Checklist		Laura Stracuzzi	05/10/2024
<i>Notes:</i>				

8/30/23	3-5 teachers will teach Magnetic Reading with fidelity during Core Reading time with a focus on comprehension as measured by Classroom Walkthroughs		Elizabeth Austin	05/10/2024
<i>Notes:</i>				
8/30/23	3-5 teachers will and interventionist will teach Phonics for Reading with fidelity during intervention time as measured by progress monitoring.		Heather Huie	05/10/2024
<i>Notes:</i>				
8/30/23	4-5 teachers will teach Morpheme Magic to fidelity as measured by PLC reflection.		Elizabeth Austin	05/10/2024
<i>Notes:</i>				
8/30/23	All teachers will conduct differentiated guided reading groups using LETRS strategies as measured in lesson plans and CWTs.		Katherine Templeton	05/10/2024
<i>Notes:</i>				
8/30/23	Tutors will be utilized for 4th grade Math and will also be pulling low-performing 3rd grade students as measured by attendance and progress monitoring.		Ms. Bunton and Mrs. Mendoza	05/10/2024
<i>Notes:</i>				
8/30/23	3-5 teachers will require students to engage with I-Ready reading for 15 minutes a day as measured by the iReady personalized learning summary.		Marissa Ireland-Ratcliffe	05/10/2024
<i>Notes:</i>				
8/30/23	Update Rtl Stored and review progress monitoring data in PLCs.		K-5 teachers and Heather Huie	05/10/2024
<i>Notes:</i>				

8/30/23	MTSS Team will meet once a month to review and discuss intervention plans for specific students mentioned in PLCs. Checklist will be utilized and communicated to the teacher as a followup for fidelity in interventions documented on the goal team agenda.		Jane Hager	05/10/2024
<i>Notes:</i>				
8/30/23	K-3 teachers, interventionists and tutors will progress monitor students to determine effectiveness of interventions as measured by progress monitoring data spreadsheet.		K-3 teachers, Ms. Bunton, Mrs. Mendoza, and Heathe	05/10/2024
<i>Notes:</i>				
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.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Our goal team has discussed the need for increasing authentic engagement while motivating our students to succeed. Members have brainstormed ideas of what authentic engagement looks like and feels like in each classroom. A peer walk through schedule has been made, giving each teacher an opportunity to see what is going on in other classrooms. Teachers will use a consistent google document, created by our goal team, while completing each visit. Once walk throughs are complete, this data will be analyzed, along with administrators' CWT data, to better understand our system and to gather our baseline data. Climate survey data will be analyzed, using only questions pertaining to engagement. Members have discussed inviting outside speakers to present to our staff (ISS team members, NCCAT speaker, etc) to glean ideas of how to increase authentic engagement in our classrooms.</p>	<p>Limited Development 09/02/2020</p>		
			<p>Priority Score: 3 Opportunity Score: 1</p>	<p>Index Score: 3</p>		
<i>How it will look when fully met:</i>			<p>4.06- Once fully implemented, student engagement will be authentic and highly engaging being evidenced by increasing authentic engagement from 70% to 90% by June 2025 as based on CWT and quarterly peer walk through data. Participation in school activities will increase (clubs, after school activities). Peer walk through data will reflect students engaged in their learning while performing required tasks. Administrators' CWT data will reflect this trend as well. Climate survey data will support an increase in student satisfaction with their school experience. Classroom test scores, as well as state reading, math, and science test scores will increase. Our students will exceed expected growth. 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>	<p>Objective Met 05/03/23</p>	<p>Chante Vaughn</p>	<p>06/09/2023</p>
Actions						
		<p>9/2/20</p>	<p>PBIS- Revisit matrix. Make needed changes. Share PBIS expectations with staff.</p>	<p>Complete 08/18/2020</p>	<p>Chante Vaughn</p>	<p>08/18/2020</p>
			<p><i>Notes:</i> Matrix reviewed and changes made 8/10/2020. Staff informed of matrix on 8/18/20</p>			

9/2/20	Mentor- Train teachers about mentor program and expectations.	Complete 08/18/2020	Drew Welborn	08/18/2020
<i>Notes:</i>				
9/2/20	Morning Meeting- Review Morning Meeting expectations with staff (daily & 4 components).	Complete 01/19/2021	Kelly Hill	08/19/2020
<i>Notes:</i>				
9/2/20	PBIS- Goal Team will analyze 19-20 discipline data.	Complete 08/26/2020	Chante Vaughn	08/26/2020
<i>Notes:</i> Vaughn met with grade level teachers during PLC's to discuss data.				
9/2/20	Mentor-Check in with teachers to make sure they are meeting with mentee and document on google doc as fidelity measure	Complete 08/28/2020	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.	Complete 08/28/2020	Marissa Ireland	08/28/2020
<i>Notes:</i>				
9/2/20	Mentor- Create google doc for mentor/mentee log.	Complete 08/28/2020	Marissa Ireland	08/28/2020
<i>Notes:</i> Google doc was created and shared with staff.				
9/2/20	Morning Meeting- Make google folder to house MM ideas/activities for staff use.	Complete 09/01/2020	Kelly Hill	09/01/2020
<i>Notes:</i> Google folder was created and shared to staff.				
9/2/20	Morning Meeting- Monthly character trait and Second Step lesson will be integrated weekly.	Complete 09/01/2020	Kelly Hill	09/01/2020
<i>Notes:</i>				
9/2/20	PBIS- Make a new specific area matrix for hallway, playground, bathroom, cafeteria, car riders/bus riders matching the school-wide matrix.	Complete 09/15/2020	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.	Complete 09/15/2020	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.	Complete 09/30/2020	Chante Vaughn	09/30/2020
	<i>Notes:</i>			
9/2/20	Attendance Incentives- reward for class with highest attendance percentage quarterly.	Complete 10/20/2020	Kathy Davis	10/20/2020
	<i>Notes:</i>			
1/20/21	PBIS Goal team will analyze Aug-Dec 2020 discipline data	Complete 01/05/2021	Chante Vaughn	01/05/2021
	<i>Notes:</i>			
1/20/21	Morning Meeting-Due to ODR data, emphasis on drug awareness presented to students.	Complete 01/15/2021	Chante Vaughn	01/07/2021
	<i>Notes:</i> Drug awareness week was January 11-15, 2021			
1/20/21	Morning Meeting-Second Step Mini Training	Complete 01/26/2021	Kelly Hill	01/26/2021
	<i>Notes:</i>			
1/20/21	Attendance-Check with community partners to solicit donations for attendance rewards.	Complete 01/29/2021	Kathy Davis	01/29/2021
	<i>Notes:</i> Re-energize attendance awards.			
1/20/21	PBIS-Brainstorm ideas for using student videos for modeling PBIS expectations for students and staff.	Complete 02/26/2021	Kelly Hill	02/26/2021
	<i>Notes:</i> Possible videos with Jr. SIT team			
1/20/21	Mentor-Check with staff to see if students need to be added to the list for second semester	Complete 03/31/2021	Marissa Ireland	03/31/2021
	<i>Notes:</i>			
1/20/21	Morning Meeting-support a school wide "Tigers Give Back" service project benefiting the Leukemia & Lymphoma Society.	Complete 04/16/2021	Chante Vaughn	04/16/2021
	<i>Notes:</i> In honor of a current Union Grove student			
1/20/21	PBIS-Matrix expectations/reminders presented during the morning news for students and staff (especially unstructured areas).	Complete 05/21/2021	Jacqueline Kelly	05/24/2021
	<i>Notes:</i>			
1/20/21	Attendance-expand attendance rewards by recognizing K-2 and 3-5 homeroom classes with the highest attendance percentage for quarters 3 and 4.	Complete 05/21/2021	Kathy Davis	05/27/2021
	<i>Notes:</i>			

6/2/21	PBIS- Goal team will analyze 20-21 discipline data.	Complete 06/01/2021	Chante Vaughn	06/01/2021
	<i>Notes:</i>			
6/2/21	PBIS- Brainstorm additional/different tiger paw rewards to keep it fresh.	Complete 06/01/2021	Jennifer Troutman	06/01/2021
	<i>Notes:</i>			
6/2/21	PBIS- PD with district behavior specialists to enhance classroom climate.	Complete 06/01/2021	Chante Vaughn	06/01/2021
	<i>Notes:</i>			
6/2/21	Attendance- Mail letter to T2 attendance students' parents at the end of the year advising of unexcused totals and informing of contact at the start of 2021-2022 year.	Complete 06/02/2021	Chante Vaughn	06/04/2021
	<i>Notes:</i>			
9/15/21	PBIS- The matrix was shared and reviewed with staff.	Complete 08/19/2021	Chante Vaughn	08/19/2021
	<i>Notes:</i>			
9/15/21	PBIS- 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	Kathy Davis	08/23/2021
	<i>Notes:</i>			
9/15/21	PBIS- Our Tiger Paw reward system was reviewed by goal team members and shared with staff and students.	Complete 08/23/2021	Chante Vaughn	08/23/2021
	<i>Notes:</i>			
9/15/21	PBIS- Goal team members revised the tiger paw reward list to keep it fresh and motivating to the students.	Complete 08/18/2021	Chante Vaughn	08/23/2021
	<i>Notes:</i>			
9/15/21	Morning Meeting- Processes and expectations were reviewed with teachers.	Complete 08/19/2021	Chante Vaughn	08/29/2021
	<i>Notes:</i>			
9/15/21	Attendance- Attendance documentation processes explained to teachers during PLC's.	Complete 08/31/2021	Chante Vaughn	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	Morning Meeting- Update a google folder with favorite Morning Meeting activities to share with staff.	Complete 09/07/2021	Kathy Davis	09/21/2021
<i>Notes:</i>				
9/15/21	Attendance- Determine class reward for highest attendance percentage each quarter (K-2 and 3-5).	Complete 10/19/2021	Carrie Dotson	10/26/2021
<i>Notes:</i>				
6/2/21	PBIS- Create a weekly calendar to teach specific areas of the PBIS matrix.	Complete 12/14/2021	Kelly Hill	12/15/2021
<i>Notes:</i>				
6/2/21	PBIS- Plan pep rally at the end of our first Tiger Paw Challenge to celebrate Red or Black team winners.	Complete 12/14/2021	Kelly Hill	12/17/2021
<i>Notes:</i> Cancelled due to Covid-19 remote learning week.				
6/2/21	PBIS- Continue Red or Black Tiger Paw challenge.	Complete 01/05/2022	Hannah Rash	01/14/2022
<i>Notes:</i>				
6/2/21	Attendance- Implement weekly reward for T2 attendance students.	Complete 06/03/2022	Chante Vaughn	02/01/2022
<i>Notes:</i>				
9/15/21	Organize a community based mentor program to support our at risk students.	Complete 02/21/2022	Chante Vaughn	02/01/2022
<i>Notes:</i>				
6/2/21	Attendance- Collaborate with our social worker to conference with T2 parents and sign attendance contracts.	Complete 02/07/2022	Chante Vaughn	02/07/2022
<i>Notes:</i>				
12/20/21	Morning Meeting- Create instrument for fidelity with Second Step lessons.	Complete 01/05/2022	Kathy Davis	02/15/2022
<i>Notes:</i>				
6/9/22	Implement a ticket reward system recognizing individual students that follow expectations.	Complete 03/01/2022	Kelly Hill	03/01/2022
<i>Notes:</i>				
12/20/21	PBIS- Decide new activities to increase tiger paw motivation.	Complete 03/01/2022	Kelly Hill	03/18/2022
<i>Notes:</i>				

12/20/21	Attendance-Continue awarding classes k-2 and 3-5 for the highest attendance percentage each quarter.	Complete 03/14/2022	Carrie Dotson	03/31/2022
<i>Notes:</i>				
12/20/21	PBIS- Plan an end of year celebration for Tiger Paw Challenge winners (Jan-May).	Complete 04/12/2022	Kelly Hill	04/30/2022
<i>Notes:</i>				
6/2/21	PBIS- Create end of year schedule for K-2 to use the gym during EOG testing.	Complete 05/10/2022	Hannah Rash	05/15/2022
<i>Notes:</i>				
8/30/22	Engagement- Create a google document for teachers to use while observing peers including specific and consistent expectations.	Complete 09/20/2022	Hannah Rash	09/20/2022
<i>Notes:</i>				
8/30/22	Engagement-Assign BOY peer observation assignments that have a student engagement focus.	Complete 09/30/2022	Kelly Hill	09/30/2022
<i>Notes:</i>				
8/30/22	Engagement- Invite ISS staff to conduct professional development on student engagement strategies.	Complete 10/18/2022	Drew Welborn	10/01/2022
<i>Notes:</i>				
8/30/22	Engagement- Assign MOY peer observation assignments that have a student engagement focus.	Complete 01/10/2023	Chante Vaughn	01/31/2023
<i>Notes:</i>				
8/30/22	Engagement- Analyze student climate survey data (only questions pertaining to student engagement and satisfaction with school experience).	Complete 03/14/2023	Chante Vaughn	03/13/2023
<i>Notes:</i>				
10/21/22	Create a schedule for classroom teachers to visit a teacher that is highly engaging at another school. Facilitate getting substitutes, to be paid by the school.	Complete 02/21/2023	Carrie Dotson	03/15/2023
<i>Notes:</i>				
12/14/22	Assign EOY peer observation assignments that have a student engagement focus.	Complete 04/04/2023	Kelly Hill	03/31/2023
<i>Notes:</i>				
8/30/22	Engagement- Invite NCCAT presenter to come to PLC for each grade level to discuss authentic student engagement ideas.	Complete 01/31/2023	Carrie Dotson	03/31/2023
<i>Notes:</i>				

8/30/22	Engagement- Create a schedule for teachers to analyze Peer Walk Through data and CWT data during PLC's.	Complete 03/14/2023	Chante Vaughn	03/31/2023	
<i>Notes:</i>					
8/30/22	Engagement- Analyze CWT and Peer Walk Through data from BOY, MOY, and EOY.	Complete 05/02/2023	Chante Vaughn	04/28/2023	
<i>Notes:</i>					
Implementation:		05/03/2023			
Evidence	5/3/2023 All classroom walk throughs looking at student engagement have been completed and the data analyzed. All classroom teachers visited a classroom at another school in which student engagement was highlighted and discussed.				
Experience	5/3/2023 While all actions have been completed, our team discussed the realization that student engagement is subjective. While we had a common rubric the teachers used during their walk through, everyone's expectation and vision of student engagement differs.				
Sustainability	5/3/2023 Teachers will continue to brainstorm ideas to increase student engagement during PLC's, grade level planning, and staff meetings.				
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We are implementing Bridges Math kindergarten through fifth grade. Teachers will have daily number corner lesson that will engage students with current curriculum. Teachers will implement core lessons and daily workstations to practice curriculum taught. Tier 2 and 3 students will receive interventions using the Bridges curriculum and/or tutoring.	Limited Development 09/05/2023			
How it will look when fully met:	Students will be exposed to various strategies and will be able to choose the strategy that is most efficient for them. Our school will be using a common vocabulary due to our spiraling, aligned curriculum. EOG and Iready (Number and Operations) scores should increase in proficiency and growth.		Shawna Stroud	05/31/2024	
Actions		7 of 10 (70%)			
9/5/23	During PLC's, each grade level will unpack the Bridges Unit Introductions as measured by PLC Agendas and Unit unpacking posters.	Complete 08/16/2023	Kimberly Keaton	08/16/2023	
<i>Notes:</i>					
9/5/23	K-1 will implement Bridges Core lessons daily as measured in lesson plans and CWTs.	Complete 08/18/2023	Casey Cockerham	08/21/2023	
<i>Notes:</i>					

9/5/23	2-5 will implement Bridges Math workshop utilizing Teacher group, workplace stations and core lessons as measured in lesson plans, CWTs, and Mrs. Spice feedback.	Complete 08/28/2023	Heather Chenevey	08/31/2023
<i>Notes:</i>				
9/5/23	K-1 will implement Bridges Number Corner daily as measured in lesson plans and CWTs.	Complete 09/05/2023	Jennifer Troutman	09/11/2023
<i>Notes:</i>				
9/5/23	Laurie Spice is providing training for teachers at the beginning of the year and monthly, through December, for K-5th grades with implementation expected daily by the end of September as measured in lesson plans and CWTs. Laurie's attendance will be documented in PLC Agendas.	Complete 09/12/2023	Kimberly Keaton	09/22/2023
<i>Notes:</i>				
9/5/23	An Intensive Math Tutoring program will be implemented for all 4th-grade students during the school day as measured by attendance documentation and lesson plans.	Complete 09/11/2023	Heather Huie	09/28/2023
<i>Notes:</i>				
9/5/23	Update RtI Stored and review progress monitoring data as measured by the MTSS documentation spreadsheet and RtI Stored. The Interventionist will be completing many of the reading interventions. Tutors will be working on Bridges interventions with additional support for students being provided by the teacher based on formative assessments.	Complete 09/11/2023	Kimberly Keaton	10/02/2023
<i>Notes:</i>				
9/5/23	MTSS Team will meet once a month to review and discuss intervention plans for specific students mentioned in PLCs. Attendance will be utilized and communicated to the teacher as a followup for fidelity in interventions documented on the goal team agenda.		PLC Chair	10/31/2023
<i>Notes:</i>				
9/5/23	Grades 4 & 5 after school tutoring two days a week for students who are close to proficiency but need some additional support to reach their goals.		Jennifer York	10/31/2023
<i>Notes:</i>				
9/5/23	Administer Bridges placement assessments to all students with red composite scores on Iready Math Diagnostic BOY. Bridges Placement assessments will be used to create small group instruction using the Bridges Intervention as measured by intervention schedules.		Shawna Stroud	02/14/2024

Notes:

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 home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

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.

9.09.22 Update:

In the 2022-2023 school year, teachers will: identify unresponsive families, increase the skills of families to support student learning, explain the tiered system of support, revitalize parent nights by targeting specific subgroups (Hispanic and EC) with parent conferences and outreach to unresponsive families to actively engage students, families, and community stakeholders at all tiers of MTSS. Through these outreaches, Union Grove will increase parent participation in parent/teacher conferences. This will be measured by an increase of 7% from first semester to second semester.

9/5/2023 Update:

STRATEGIC GOAL: At Union Grove Elementary, authentic student engagement will improve to 90% by May 2025 as based on CWT data and it will also be evidenced by student survey data through the strengthening of character traits and relationships between students and staff. Parent relationships will improve by increasing the skills of families to support student learning as measured by parent feedback.

2023-2024 TARGET GOAL: For the 2023-24 school year, student engagement will improve by improving authentic engagement to 80% as evidenced by CWT. Parent relationships will improve by increasing

Limited Development
06/02/2017

the skills of families to support student learning as measured by parent feedback.

How it will look when fully met:

9.17.21 Update:

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.

12.14.21 Update:

Due to the Covid-19 pandemic, our team has agreed that we should consider: phone conferences, 2-way written communication, Zoom calls, and face-to-face conferences the same as traditional face-to-face conferences. We are continuing to implement strategies to encourage parent engagement, targeting specific subgroups (Hispanic and EC).

9/8/22 Update:

In the 2022-2023 school year, teachers will: identify unresponsive families, increase the skills of families to support student learning, explain the tiered system of support, revitalize parent nights by targeting specific subgroups (Hispanic and EC) with parent conferences and outreach to unresponsive families to actively engage students, families, and community stakeholders at all tiers of MTSS. Through these outreaches, Union Grove will increase parent participation in parent/teacher conferences. This will be measured by an increase of 7% from first semester to second semester.

Kelly Hill

05/31/2024

For the 2023-2024 school year we have combined family, community and student engagement into one goal. Action steps have been added at the bottom. Authentic student engagement will improve to 90% by May 2025 as based on CWT data and it will also be evidenced by student survey data through the strengthening of character traits and relationships between students and staff. Parent relationships will improve by increasing the skills of families to support student learning as measured by parent feedback.

Actions		101 of 111 (91%)		
9/15/17	Open House for 4th and 5th grade Intermediate Block will be held as a parent meeting to explain this alternate approach to scheduling for their children.	Complete 08/22/2017	Kelley James	08/22/2017
	<i>Notes:</i> Due to the Class Size legislation, it was necessary to restructure classroom assignments as well as instructional delivery for fourth and fifth grade. This meeting was to inform parents of the "why" and the "how" this was going to be addressed.			
9/15/17	Conduct traditional Open House for K-3 students.	Complete 08/24/2017	Kelley James	08/24/2017
	<i>Notes:</i> K-3 conducted a traditional Open House model.			
9/15/17	Invite parents, school wide, to participate in Class Dojo for behavior management system.	Complete 08/25/2017	Tammy Padgett	08/25/2017

Notes: While the majority of parents signed on to be updated through Class Dojo at the beginning of the school year, parents can continue to join throughout the year as they acquire the technological capabilities. Tammy Padgett equipped each classroom teacher with the tools and directions to help parents learn how to sign on in their children's classrooms.

9/15/17 Invite parents to join Remind for their children' classrooms. Complete 08/25/2017 Tammy Padgett 08/25/2017

Notes: Again, as with Class Dojo, parents can join at any point during the school year as they become technologically able to do so. Remind is used as a two-way communication route to inform parents of upcoming information, including, but not limited to, class newsletters, field trip reminders, project due dates, etc. Tammy Padgett equipped each classroom teacher with the tools and information needed to assist parents in their children's classrooms.

9/15/17 Kindergarten Parent Meetings held to inform parents of curriculum and assessment information. Complete 09/18/2017 Robin Hansel 09/18/2017

Notes: The kindergarten teachers plan an information session (one in the afternoon, one in the evening) for parents to explain the curriculum and instructional expectations for kindergarten children. They explain mClass as well so parents have a clear understanding of kindergarten.

9/15/17 Create plan for "Make It, Take It" with each grade level. Complete 10/30/2017 Kellie Thompson 10/30/2017

Notes: The October 30 date will be utilized to create the "Make It, Take It" event in November. Another planning session will occur in the spring for the second "Make It, Take It" event. October 30 (the required teacher workday) will be designated as a planning session to create program for the first Make It Take It event tentatively scheduled for November 2. There will be two sessions--5:30-6:00 and 6:00-6:30, so parents can either attend two different grade levels or two different subject areas.

9/15/17 Plan and execute a Parent Curriculum "Make It, Take It" night. Complete 11/02/2017 Kellie Thompson 11/30/2017

Notes: Each semester, the Instructional Facilitator will coordinate with teachers to plan and execute a "Make It, Take It" night for parents. At these events, parents will make resources they can use at home to help their children with their learning. Title I Parent Involvement funds will be used to purchase needed materials. The second event will occur in second semester.

9/15/17 Utilize the interpreter during parent conferences with non-English speaking parents. Complete 03/02/2018 Kellie Thompson 03/02/2018

Notes: There is a minimum requirement of two conferences per school year. Teachers contact Mr. Herbert Vanegas and invite him to attend conferences that involve non-English speaking parents. Union Grove has a high population of Hispanic/Latino students that Mr. Vanegas is an integral part of the parent-conference process.

9/15/17 Conduct at least one parent conference per semester. Complete 03/02/2018 Tammy Padgett 03/02/2018

Notes: Teachers are expected to conference with parents a minimum of twice per school year (once each semester). These conferences are documented and tracked for submission to the district.

1/11/18 Conduct a hybrid of the Make It/Take It event and Student-led Conferences with each student in the school as measured by conference schedule between February 1 and March 2, 2018. Complete 03/02/2018 Kellie Thompson 03/02/2018

Notes: Based on the lackluster attendance at past Make It/Take It events and Glow and Grow conferences, the goal teams discussed hybridizing the process which will allow teachers to customize the Make It/Take It based on student need. Students will lead the conferences, however, these will be scheduled much like the traditional parent conference for the month of February, to be completed by March 2, 2018.

9/15/17 Teachers will send home essential standards being taught each quarter. Complete 05/11/2018 Kellie Thompson 04/12/2018

Notes: Teachers will share "I can" and "I will" statements of essential curriculum with parents at the beginning of each quarter. These will be written and child and parent friendly language. Essential standards will be sent home with 1st, 2nd, and 3rd quarter report cards for the upcoming quarter.

9/15/17 To support and encourage reading in the home, parents and students will be invited to Book Fairs that will feature children's literature at various levels. Complete 05/18/2018 Lisa Reese 05/18/2018

Notes: Three book fairs are offered at Union Grove. The first book fair occurs September 25-29. The second book fair coincides with Read Across America, February 26-March3. The third book fair is a Buy One, Get One Free event May 14-18 so students can stock up on books for the summer.

9/26/17 Parent representatives of the SIT/Goal team for this indicator will report to the PTO regarding the meetings they attend so any additional communication resources or needs can be addressed through the parent organization. Complete 05/28/2018 Kelley James 05/28/2018

Notes: With a noted lack of parent participation on SIT/Goal Teams in the past, the two parents joining us this year are very supportive of their children and the school. They will be key players in bringing parents into the school improvement process.

9/15/17	Monthly school newsletter sent home to parents featuring curricular connections.	Complete 05/31/2018	Kelley James	05/31/2018
	<i>Notes:</i> The Tiger Times is sent out each month. As the author and principal, I include a feature on some curricular areas such as reading, math, or science.			
9/26/17	Create a shared folder in Drive to upload and store PDFs of communication documents from classrooms/grade levels/school level.	Complete 06/01/2018	Kellie Thompson	06/01/2018
	<i>Notes:</i> The minimum contribution will be monthly as classroom newsletters go home more frequently than Tiger Times which is monthly.			
9/15/17	Daily phone calls to absent students to make the personal connection with parents regarding importance of attendance on children's learning.	Complete 06/07/2018	Kellie Thompson	06/07/2018
	<i>Notes:</i> Mrs. Jackson receives the daily attendance report by 7:40 each morning. She then calls each house to make contact with the parents regarding the reason for their child's absence. These conversations are documented as well how many attempts there are to reach parents. The documentation includes how many attempts it takes to reach parents so we can track folks who are avoiding contact from the school.			
9/15/17	Teachers will utilize a two-way communication process in their classrooms to keep parents informed of curriculum and school activities.	Complete 06/07/2018	Lisa Reese	06/07/2018
	<i>Notes:</i> The frequency varies among grade levels. The younger grades utilize daily communication folders and/or agendas. The intermediate block utilizes communication folders twice a week. This also includes Class Dojo and Remind as methods of two-way communication.			
9/15/17	The Union Grove web page will be updated regularly to communicate to parents upcoming events at Union Grove as well as links to resources for families.	Complete 06/07/2018	Lisa Reese	06/07/2018
	<i>Notes:</i> Mrs. Reese updates the school web page as new information is shared with her. She currently has updated the information for staffing, Title I, and upcoming PTO events.			
9/15/17	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 06/07/2018	Kelley James	06/07/2018
	<i>Notes:</i> Mrs. James frequently updates the status of Union Grove on its Facebook page. Parents also use this avenue for two-way communication with the school.			

9/15/17	Conduct regular IEP and 504 meetings with parents to communicate curricular needs as well as accommodations and modifications for students with disabling conditions.	Complete 06/07/2018	Kelley James	06/07/2018
	<i>Notes:</i> There is a minimum of yearly contact with parents of disabled children to update IEPs and 504s. These documents are shared with classroom teachers and testing coordinators to maintain legal compliance with IDEA. The recurrence of "once a year" is per student involved.			
9/14/18	Create goal teams based on the three subject areas of MTSS---Reading, Math, and Behavior.	Complete 09/11/2018	Kelley James	09/11/2018
	<i>Notes:</i> This is a duplicate goal for A4.01.			
9/25/18	Third Grade team will host a parent information session for Read to Achieve legislation.	Complete 10/25/2018	Whitney Speer	10/11/2018
	<i>Notes:</i> Third grade parents will be invited to attend an information session about the Read to Achieve legislation and what that looks like for their child. They will learn the process through which students will move to meet the requirements of the legislation. 10.25.18--Read to Achieve information session was moved to Oct. 25 because of inclement weather adversely affecting our schedule.			
9/14/18	Goal Teams will analyze data to determine gap areas and create a plan for increasing family participation in closing those gaps.	Complete 01/18/2019	Whitney Speer	01/18/2019
	<i>Notes:</i> Each month, the Goal Teams will address how families can be included in the process of closing gaps. They will calendar events designed to inform parents and improve their understanding of content level standards. This action step will be updated based on plans devised by the individual goal teams.			
9/14/18	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 01/18/2019	Kelley James	01/18/2019
	<i>Notes:</i> 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	Based upon the common thread of Numbers and Base Ten gap areas across grade levels, Union Grove staff will host a family curriculum night to assist parents in strategies for assistance at home on mathematical concepts.	Complete 03/11/2019	Whitney Jordan and Kelley James	02/19/2019

Notes: This is Union Grove's first attempt at a family curriculum night. Music will also be integrated into the night. Using the book, Zero the Hero, each grade level will have activities lined up for students and parents to engage in for a fun night of understanding the different grade level standards for NBT.

3.11.19 Update. Due to inclement weather, the curriculum night was cancelled. Teachers are working with parents to meet and discuss gap areas and provide activities for home practice as well.

1/24/19	Grade level teachers will conduct parent conferences at least once during second semester.	Complete 05/31/2019	Grade Level Chairs	05/31/2019
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Notes: Second semester parent conferences will be held. The overall goal is for a minimum of two parent conferences per school year.

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
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Notes: 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
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Notes: 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
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Notes:

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
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Notes: 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
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	<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.	Complete 09/19/2019	Ashley Bragg	09/19/2019
	<i>Notes:</i> 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).	Complete 09/23/2019	Kelley James	09/23/2019
	<i>Notes:</i> 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.	Complete 09/26/2019	Elizabeth Hayes	09/26/2019
	<i>Notes:</i> 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.	Complete 12/19/2019	Kelley James	12/19/2019
	<i>Notes:</i>			
1/20/20	Union Grove will host a family Curriculum Night to share critical standards in literacy, math, and SEL.	Complete 03/05/2020	Bridget Allen, Chante' Vaughn, Elizabeth Hayes, As	03/05/2020
	<i>Notes:</i> In conjunction with Read Across America Week and Kindergarten Registration, Union Grove will host a family curriculum night to highlight and address specific skills in reading, math, and social-emotional learning.			
2/26/20	Behavior Goal Team will revisit Universals and School-wide behavior expectations.	Complete 03/02/2020	Chante' Vaughn	03/30/2020

Notes: Union Grove, under a previous guidance counselor, had implemented a strong PBIS-style model of MTSS Behavior plan. After that guidance counselor left, the implementation consistency diminished. With our new guidance counselor, the staff and Behavior Team is enthusiastically pursuing a revival of those processes. Each month, the Behavior Goal Team will work to develop a plan that will be implemented beginning on the first day with students.

1/20/20	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 05/22/2020	Kelley James	05/22/2020
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Notes: Throughout each month, the principal will communicate with parents through newsletters, social media, mass notifications, etc. Through this communication, parents will be made aware of policies, upcoming events, etc.

9/14/20	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	Complete 10/30/2020	Joanna Brown	09/18/2020
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Notes:

9/14/20	As a grade level team, create an authentic way to complete parent conferences (kids excitement) ie: student led, incentives	Complete 09/30/2020	Shawna Stroud	09/18/2020
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Notes:

9/14/20	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.	Complete 09/18/2020	Bridget Allen	09/21/2020
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Notes:

9/14/20	Sit down with admin to plan dates for family nights, EOG nights, parent conferences and community outreach days.	Complete 09/30/2020	Hannah Rash	09/30/2020
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Notes:

9/14/20	Create a list of partners(and contact) in the community and determine any school-wide connections for reaching out.	Complete 09/30/2020	Shawna Stroud	09/30/2020
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Notes:

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.	Complete 10/27/2020	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.	Complete 11/13/2020	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	Complete 12/04/2020	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.	Complete 12/11/2020	Joanna Brown	12/04/2020
<i>Notes:</i>				
1/22/21	Set Date for Spring Conferences - tentative dates: March 18, 22, 23 for ESL families	Complete 01/29/2021	Bridget Allen	01/29/2021
<i>Notes:</i>				
1/22/21	Send a reminder to parents via Dojo about a specific strategy or activity to do at home (ex. reminder to help with multiplication facts)	Complete 05/28/2021	All Teachers	02/19/2021
<i>Notes:</i>				
1/22/21	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	Complete 02/26/2021	Joanna Brown	02/26/2021
<i>Notes:</i>				

1/22/21	Plan spring conference dates/times, so grade levels times will not overlap - possibly Zoom all parents at the same time to share what is coming up in ___ grade, show picture slideshow of learning activities that we've done in the classroom, have student led conferences(family mutes their screen) and then teachers be available afterward to answer questions, or schedule a private conference if parents would like to speak to teachers in private.	Complete 02/26/2021	Shawna Stroud	02/26/2021
<i>Notes:</i>				
1/22/21	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)	Complete 04/01/2021	Robin Hansel	04/01/2021
<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).	Complete 05/01/2021	Bridget Allen	05/01/2021
<i>Notes:</i>				
1/22/21	Provide at least two Spanish translations of parent communication each quarter to help strengthen Spanish Speaking family relationships (Translators: Brenda Cruz & Herbert Vanagas).	Complete 05/01/2021	Bridget Allen	05/01/2021
<i>Notes:</i>				
9/7/21	Sit down with admin. to plan dates for family nights, EOG nights, parent conferences and community outreach days.	Complete 09/30/2021	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.	Complete 09/30/2021	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.	Complete 09/24/2021	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.	Complete 10/15/2021	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	Complete 10/19/2021	Robin Hansel	10/19/2021
<i>Notes:</i> October 12 or 19, then last week of February or March 1st. 12.14.21 The team decided to host a Spring Showcase on 4.5.22 - we are moving our student-led conferences to that date as well.				
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.	Complete 10/29/2021	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.	Complete 11/30/2021	Bridget Allen	11/30/2021
<i>Notes:</i> November and April				
9/7/21	Set Date for Spring Conferences	Complete 12/14/2021	Shawna Stroud	01/15/2022
<i>Notes:</i>				
12/16/21	Plan Winter Concert - 2nd & 3rd Grade	Complete 01/30/2022	Mitzi Mitchell	01/30/2022
<i>Notes:</i> Was scheduled for the week of 12/13, we had to cancel due to transitioning to virtual learning for the week. We will reschedule in January, if no further restrictions are in place at that time.				
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	Complete 02/10/2022	Allison Hughes	02/10/2022
<i>Notes:</i>				
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.	Complete 03/05/2022	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.				

9/14/20	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 - Spring Showcase tentative 4/5/22).	Complete 03/20/2022	Mitzi Mitchell	03/20/2022
<i>Notes:</i>				
12/16/21	Create a schedule of events and programs for parents to use for our Spring Showcase	Complete 04/05/2022	Bridget Allen	04/05/2022
<i>Notes:</i>				
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)	Complete 04/04/2022	Robin Hansel	04/15/2022
<i>Notes:</i>				
12/16/21	Spring Showcase: Plan Art Show for all grade levels	Complete 04/29/2022	Sheena Sharpe	04/30/2022
<i>Notes:</i>				
12/16/21	Spring Showcase: -Student-led conferences	Complete 04/29/2022	Katie Templeton	04/30/2022
<i>Notes:</i>				
12/16/21	Spring Showcase: -EOG information night/ Scavenger Hunt for grades 3-5	Complete 04/29/2022	Bridget Allen	04/30/2022
<i>Notes:</i>				
12/16/21	Spring Showcase: -Book Fair and strategies to help reluctant readers	Complete 04/30/2022	Heather Chenevey	04/30/2022
<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.	Complete 04/29/2022	Jennifer York	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).	Complete 05/05/2022	Allison Hughes	05/05/2022
<i>Notes:</i>				
12/16/21	Host Kindergarten Registration/ Open House for upcoming kinders. We will do a quick assessment of students and have an informational meeting for parents to know what they can do to prepare their child (ren) for Kindergarten.	Complete 05/06/2022	Robin Hansel	05/30/2022
<i>Notes:</i>				
9/8/22	Calculate Open House participation and follow up with families that did not attend before school starts. Families who did not attend must be individually called by Friday, August 26th to set an alternate time for the guardian to attend. If the family does not attend the alternate date or you are unable to reach the family, meet with Mrs. Ward to create a plan.	Complete 08/31/2022	Classroom Teachers	08/31/2022
<i>Notes:</i>				
9/8/22	During PLC's Teachers create a parent friendly document explaining the MTSS process Create a simple, generic explanation for parents to understand the tiered process (something for every teacher to use & explain to parents). DRAFT	Complete 09/15/2022	Megan Benge	09/15/2022
<i>Notes:</i>				
9/8/22	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	Complete 09/30/2022	Allison Hughes	09/30/2022
<i>Notes:</i>				
9/8/22	Sit down with admin. to plan dates for family nights, EOG nights, parent conferences and community partner days.	Complete 09/30/2022	Jennifer York	09/30/2022
<i>Notes:</i>				
9/8/22	Mail Tiger Times to our business partners, Jr Sit Team will write a quick note on the Tiger Times, "Thank you for your support" and the Jr. Sit Team will address envelopes:	Complete 10/14/2022	Keeley Ward	10/15/2022
<i>Notes:</i>				

9/8/22	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. Possible parade, line dance and book fair	Complete 10/28/2022	Megan Benge	10/31/2022
<i>Notes:</i>				
9/8/22	Host a RtA Parent Information Night	Complete 11/04/2022	Bridget Allen	11/04/2022
<i>Notes:</i>				
9/8/22	Fall Conference Night: During Fall conferences, explain the tiered system answering parent questions and make sure parents understand what tier their child is currently on, in Reading, Math and/or Behavior. Use the triangle to explain. During fall and spring conferences, discuss strengths and 1-2 specific skill gaps (reading and math) with parents. Provide training on how they can help their child at home as well as the tangible resource for helping. Provide follow up reminders on remind/dojo and newsletters after the conference. Tie into Math Expo and Science Fair Students would stand with projects 4-4:30 Deadline for Math/ Science Fair: Projects due - 11/3 Judging will be on -11/4	Complete 11/08/2022	Megan Benge	11/08/2022
<i>Notes:</i>				
9/8/22	Enhancement teachers plan an activity for a parent night for grades 1-2, 3-4, for Winter/ Spring Parent Night	Complete 11/30/2022	Sheena Sharpe	11/30/2022
<i>Notes:</i>				
9/8/22	Set Date for Spring Conferences During fall and spring conferences, discuss strengths and 1-2 specific skill gaps (reading and math) with parents. Provide training on how they can help their child at home as well as the tangible resource for helping. Provide follow up reminders on remind/dojo and newsletters after the conference	Complete 01/13/2023	Charlie Gallmon	01/15/2023

<i>Notes:</i>				
9/8/22	Host a Community Partnership Meeting	Complete 12/16/2022	Keeley Ward	01/28/2023
<i>Notes:</i>				
9/8/22	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 (Fall & Spring Conferences)	Complete 04/14/2023	Sheena Sharpe	04/01/2023
<i>Notes:</i>				
9/8/22	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	Complete 04/21/2023	Allison Hughes	04/01/2023
<i>Notes:</i>				
9/8/22	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.	Complete 05/26/2023	Bridget Allen	04/01/2023
<i>Notes:</i>				
9/8/22	Host Spring Showcase: -Art Show -Student-led conferences -EOG information night -Scavenger Hunt -Book Fair	Complete 04/13/2023	Sheena Sharpe	04/13/2023
<i>Notes:</i>				
9/8/22	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)	Complete 02/03/2023	Robin Hansel	04/30/2023
<i>Notes:</i>				
9/8/22	Provide at least two Spanish translations of parent communication each quarter to help strengthen Spanish Speaking family relationships (Translators: Brenda Cruz & Herbert Vanagas). Principal's newsletter	Complete 05/31/2023	Bridget Allen	05/01/2023
<i>Notes:</i>				
9/8/22	Include in your newsletter common strategies/ language for parents to use at home. Ex. Addition strategy that progresses through the grade levels.	Complete 05/31/2023	Jennifer York	05/01/2023
<i>Notes:</i>				

9/8/22	Host Kindergarten Registration Tentative date April 28, 2022 at 3:00 and 5:30	Complete 04/28/2023	Robin Hansel	05/13/2023
<i>Notes:</i>				
9/8/22	Invite Parents and community partners to join Club competition/ meetings	Complete 05/31/2023	Robin Hansel	05/25/2023
<i>Notes:</i>				
9/8/22	Invite families to attend Letterland Parade & Wax Museum	Complete 05/22/2023	Robin Hansel	05/30/2023
<i>Notes:</i> Katie Templeton will also help plan this event				
9/8/22	We will celebrate diversity by having Cultural Focus Weeks.	Complete 05/30/2023	Allison Hughes	05/30/2023
<i>Notes:</i>				
9/8/22	Host Senior Walk-through, for former UGE students	Complete 05/18/2023	Katie Templeton	06/05/2023
<i>Notes:</i>				
8/29/23	Create family feedback form that parents will fill out to determine their level of comfort with supporting student learning - send home prior to conference.	Complete 09/05/2023	Bridget Allen	09/05/2023
<i>Notes:</i>				
8/29/23	Create feedback form for parents to fill out after conferences	Complete 09/05/2023	Carrie Dotson	09/20/2023
<i>Notes:</i>				
8/29/23	Teachers will explain homework expectations during the first conference and provide a tangible take away to increase parent's capacity to support their child's learning as measured by parent feedback form		Robin Hansel	09/29/2023
<i>Notes:</i>				
8/29/23	Communicate the MTSS completed document with parents at Fall Conferences.		Rhonda York	09/29/2023
<i>Notes:</i>				
8/29/23	Analyze the data from parents feedback after conferences		Charlie Gallmon	10/25/2023
<i>Notes:</i>				

8/29/23	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	02/20/2024
<i>Notes:</i>				
8/29/23	Set up a home visit with admin/counselor to visit at-risk families who do not show up for your fall & spring parent-teacher conferences.		Laura Stracuzzi	02/24/2024
<i>Notes:</i>				
8/29/23	Analyze student climate survey data (only questions pertaining to student engagement)		Laura Stracuzzi	03/20/2024
<i>Notes:</i>				
8/29/23	Host Conferences earlier in the year and plan events to increase family engagement: Fall - by September 29 RtA Parent Information Night Winter - after MOY data is back and analyzed Spring - EOG night?? Kindergarten Registration Senior Walk-through 67 Pizza & Tumbleweed Coffee Trucks		Kelly Hill	04/29/2024
<i>Notes:</i>				
8/29/23	Any time new data, new homework practice, or new information changes, communicate to parents via a video or link a minimum of quarterly.		Kelly Hill	04/30/2024
<i>Notes:</i>				
8/29/23	Analyze CWT data quarterly to measure growth and next steps with student engagement.		Kelly Hill	05/15/2024
<i>Notes:</i>				
8/29/23	As a grade level team, create an authentic way to complete parent conferences (kids excitement) ie: student led, incentives		Rhonda York	05/29/2024

Notes: