

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 57% of 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. Target Goal 24-25: Union Grove will grow from 53.9% to 57% of their students reaching grade level proficiency in Reading through core instruction by May 23, 2025 as measured by EOG. K-2 in mClass composite scores will also grow from 66% to 70% by May 2025.

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. STRATEGIC GOAL: Union Grove will have a minimum of 61% of their students reaching math grade level performance through core instruction by May 2025 as measured by EOGs. 2024-25 Target Goal: Union Grove will grow from 58% to 61% of their students' reaching grade level performance through core instruction by May 2025 as measured by Math EOGs. Our school will increase in numbers and operations from iReady BOY ___% to EOY ___% (update at Sept 10 goal team mtg).

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). STRATEGIC GOAL: At Union Grove Elementary, authentic student engagement will improve to 75% by May 2026 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 starting in 2024. 2024-25 Target Goal: For the 2024-25 school year, we will focus on increasing parent knowledge to support students at home on grade level content to improve student performance and close gaps based on BOY to EOY parent feedback form and increase student engagement to authentic engagement from 22% to 55% as measured on the UG CWT.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	<p>Union Grove will have a minimum of 60% of their students reaching grade level performance through core instruction by June 2026 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 a tutor and paraprofessionals.</p> <p>2024-25 Target Goal: Union Grove will grow from 53.9% to 57% of their students reaching grade level proficiency in Reading through core instruction by May 23, 2025 as measured by Reading EOGs.</p> <p>70% of K-3 students will be performing on or above grade level as measured by mClass testing.</p>			Katherine Templeton	05/31/2025

Actions		9 of 24 (38%)		
8/13/24	Use the Science of Reading Lesson plan with our grade level text to make sure we are hitting all areas with monthly planning in PLCs. These will be worked on monthly in PLC's and weekly with in teacher partner planning.		Heather Chenevey	08/19/2024
<i>Notes:</i>				
8/13/24	All classroom teachers will have quality small group reading instruction that includes data based grouping with appropriate instruction to match deficit areas as measured on planning document and CWT.		Katherine Templeton	08/26/2024
<i>Notes:</i>				
8/13/24	Use Morphine Magic in grades 4-5 and Magnetic Reading in grades 3-5 - Track comprehension and vocabulary using iReady Universal Screeners, Standards Based Mesasures in iReady, and NC Check-ins. This data will be used to drive individual instruction.		Samantha Yarbourough	08/26/2024
<i>Notes:</i>				
8/13/24	K-5 will use dibels and LETRS strategy documents to align Science of Reading strategies with student deficit in mclass as recorded in lesson planning document. DIBELS/Science of Reading Document		Katherine Templeton	08/26/2024
<i>Notes:</i> This will happen during Tiger Time.				
8/13/24	LETRS Reading Comprehension Lesson Planning Document will be used to support planning of reading comprehension using trade books and/or Scott Foresman Stories (All students have access to these stories and can hold the book in their hands to be exposed to on-grade-level content.) This will include preplanning and planning of questioning with student discourse. This will be measured by reviewing lesson plans for K-2 classrooms during PLCs.		Katherine Templeton	08/28/2024
<i>Notes:</i>				
8/13/24	Teachers considering referrals for EC will need to attend a problem-solving meeting with the problem-solving committee to determine next steps.		Jane Hager	08/29/2024

<i>Notes:</i> As needed			
8/13/24	Create Tiger Time document to measure effectiveness of interventions and record progress monitoring following the PM calendar (Red every 10 days, Yellow every 20 days.) Documentation should also include attendance within groups for Tier 2 and Tier 3 students.		Bridget Allen 09/03/2024
<i>Notes:</i> This will follow PM calendar			
8/13/24	We will use fidelity documents for Tiers 2 and 3 to ensure steps in each tier are completed. (example: Hearing and Vision Screenings are up to date.)		Jane Hager 09/06/2024
<i>Notes:</i> Kim Keaton will provide these documents.			
8/13/24	Document Tier 2/Tier 3 Instruction, PM, and attendance in RtI Stored.RtI Stored will be supported in Monthly PLCs. Data will also be analyzed monthly to determine effectiveness of instructions and possible next steps.		Heather Chenevey 09/10/2024
<i>Notes:</i> Or beginning on 9/11/24 depending on grade level data day.			
8/13/24	2-5 teachers will use iReady standards based assessments and analyze with next steps two to three times per 9 weeks		Bridget Allen 09/10/2024
<i>Notes:</i>			
3/19/24	Teachers need to make sure they are updating their students who have met their reading goal, decided on by each grade level bi-weekly	Complete 05/24/2024	Jane Hager 09/10/2024
<i>Notes:</i>			
3/19/24	Informational text are a lower performing area, we need to make sure we are hitting those stories, do a week a month where all students check out non fiction books from the library.	Complete 05/10/2024	Katherine Templeton 09/10/2024
<i>Notes:</i>			
8/13/24	Leadership is in the process of developing a writing PD deployment plan to support writing and reading comprehension.		Jefferey Welborn 09/11/2024
<i>Notes:</i> Needs to be completed by October 2024			
8/13/24	Use DIBELS universal screeners and progress monitoring for students below grade level in grades K-5.		Jane Hager 09/16/2024

<i>Notes:</i> This will follow the Mclass progress monitoring calendar.				
3/19/24	Teachers will decide upon an incentive for their class, any student who scores 80% or higher, on teacher assigned iReady lessons will receive an incentive.	Complete 05/10/2024	Katherine Templeton	10/08/2024
<i>Notes:</i>				
3/19/24	In order to ensure that all students are being exposed to non fiction text, teachers need to remind students to get at least one non fiction book when checking out books from the school library.	Complete 05/10/2024	Heather Chenevey	10/08/2024
<i>Notes:</i>				
8/13/24	Use Keys to Comprehension strategies to increase comprehension of literary and informational text—track comprehension using iReady Universal Screeners, Standards Based Measures in iReady, and NC Check-ins. This data will drive upcoming instruction and interventions.		Samantha Yarbourough	10/16/2024
<i>Notes:</i>				
8/13/24	Make sure CWT has a small group measurement and revamp reading planning document for small group and core instruction.		Katherine Templeton	10/22/2024
<i>Notes:</i> Beginning 10/22, January 13, 2025, March 25, 2025, May 27,2025				
3/19/24	Each teacher needs to look at their class and see what students are meeting target vs. stretch. It is important to work with students to set individual and class goals. Set an attainable goal for students and let them choose what reward they want to work through. Kim has a graph for K-2 mclass goals.	Complete 05/10/2024	Bridget Allen	11/12/2024
<i>Notes:</i>				
3/19/24	To achieve a more accurate score on iReady growth checks. Students will work on iready check ins in small groups, for 10-15 minutes at a time, grades K-2	Complete 05/10/2024	Katherine Templeton	11/12/2024
<i>Notes:</i>				
3/19/24	Teachers will meet with individual students to discuss where they are in achieving their target/stretch growth. Work with students to set individual and class goals. Set an attainable goal for students and let them choose what reward they want to work through.	Complete 05/10/2024	Jane Hager	12/10/2024
<i>Notes:</i>				
8/13/24	K-1 will use snap code cards to work on WRF and oral language skills as measured by MClass.		Megan Benge	01/06/2025

<i>Notes:</i>			
2/6/24	Grade level teams will create foundation goal for reading that students need to master before going to the next grade with incentives provided once mastered. https://docs.google.com/document/d/1dan55Ba7yQ88Cops7lX7dWtum7fUfUtWIBMaSn5PqKE/edit	Complete 05/10/2024	Jane Hager 02/11/2025
<i>Notes:</i> Red vs Black Team Cafe Bulletin Boards - students names on stars with picture to guardian in dojo once student masters the reading goal.			
3/19/24	Each Grade Level decided what they felt students had to achieve in order to be proficient in their grade level. When students reach this goal they will get a star on the bulletin board. Decisions for Goal Setting to earn stars. Kinder: LNF- 42 1st: NWF- CLS-55 2nd:NWF WWR- 22 3rd: Read and Comprehend grade level text as assessed by Read to achieve. 4th: I can identify the main idea and summarize what I have read. 5th: I can identify the main idea and summarize what I have read.	Complete 05/10/2024	Jane Hager 03/18/2025

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
How it will look when fully met:	<p>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.</p> <p>Union Grove will grow from 58% to 61% of their students' reaching grade level performance through core instruction by May 2025 as measured by Math EOGS. Our school will increase in numbers and operations from K-5 iReady BOY __% to EOY ___% This will be updated at goal teams on Sept 10 after data has been collected through BOY testing.</p>			Shawna Stroud	05/23/2025
Actions			24 of 30 (80%)		
8/13/24	K-5 will administer the bridges baseline assessment during the first 10 days of school.		Complete 08/26/2024	Shawna Stroud	08/26/2024
<i>Notes:</i>					
8/13/24	K-5 teachers will score and analyze baseline data during a PLC.		Complete	Jennifer	08/26/2024

		08/21/2024	York	
<i>Notes:</i>				
8/13/24	Teachers will refer to the new Bridges curriculum guides to help with Unit Planning for Number Corner and math workshop during Math Unit grade level planning.	Complete 08/28/2024	Jennifer Troutman	09/04/2024
<i>Notes:</i>				
8/13/24	Grades 2-5 will implement Bridges Quest to help with DOK and problem solving.		Shawna Stroud	09/11/2024
<i>Notes:</i>				
8/13/24	Continue using reflex and frax at least two times a week and run monthly reports to determine students success.		Jennifer York	09/20/2024
<i>Notes:</i>				
8/13/24	K-5 will continue to utilize number corner daily as measured in lesson plans and CWTs.		Jennifer Troutman	09/27/2024
<i>Notes:</i>				
8/13/24	During PLCs, each grade level will focus on overviewing upcoming bridges units as measured by PLC agendas.		Shawna Stroud	10/30/2024
<i>Notes:</i>				
8/13/24	Teachers will use fidelity documents during PLC's for Tiers 2 and 3 to ensure steps in each tier are completed. (example: Hearing and Vision Screenings are up to date.)		Jennifer Troutman	11/06/2024
<i>Notes:</i>				
8/13/24	Document Tier 2/Tier 3 Instruction, PM, and attendance in RtI Stored.RtI Stored will be supported in Monthly PLCs. Data will also be analyzed monthly to determine effectiveness of instructions and possible next steps.		Shawna Stroud	11/06/2024
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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
How it will look when fully met:	For the 2023-2024 school year, we combined family, community and student engagement into one goal. Authentic Engagement was below target goal. For 24-25, Authentic student engagement will improve to 50% by May 2025 as based on CWT data. Authentic engagement will include discussion with teacher or peers,			Kelly Hill	05/31/2025

students being excited about what they are learning, and all students actively participating as stated in the CWT document from qtr 1 to qtr 4. Parent relationships will improve by increasing the skills of families to support student learning as measured by parent feedback at BOY, MOY, and EOY conferences. Parent feedback should show improvement on a 1 to 5 scale rating form showing their comfort level and knowledge are increasing with parent info sessions and conferences with the teacher.

Actions		3 of 9 (33%)		
8/13/24	Create 3 question survey feedback form for parent nights	Complete 08/20/2024	Kelly Hill	08/23/2024
<i>Notes:</i>				
8/13/24	Choose dates for conference dates/ times, EOY celebrations and communicate those to parents at the beginning of the year. (Get Book fair schedule to coordinate parent nights)		Robin Hansel	08/27/2024
<i>Notes:</i>				
8/13/24	Information session at BOY for each grade level to discuss standards based grading and Read to Achieve with a focus on essential standards	Complete 08/27/2024	Kelly Hill	08/27/2024
<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 at October conferences).	Complete 09/15/2022	Kelly Hill	09/10/2024
<i>Notes:</i> 10/8/24 meeting and again as students move in tiers				
8/26/24	Communicate to admin and counselor at risk students who are not showing up after BOY, MOY, and EOY conferences so that a home visit can be put into action.		Robin Hansel	10/08/2024

<i>Notes:</i>			
8/13/24	Invite Lori Nesbitt to provide PD on how to video self / students on concepts parents can utilize at home to help their child on homework including written responses to nightly assigned reading (possibly students videoing self to send to parents on their goals and homework).	Carrie Dotson	01/14/2025
<i>Notes:</i>			
8/13/24	Plan snacks / meals, door prizes, teacher responsibilities / stations, and who is setting up / cleaning up for each parent night.	Kelly Hill	01/28/2025
<i>Notes:</i>			
9/7/21	Provide Spanish translations of parent communication with all feedback forms, family night flyers, and conferences to strengthen Spanish Speaking family relationships (Translators: Brenda Cruz & Herbert Vanagas).	Robin Hansel	02/11/2025
<i>Notes:</i> 10/8/24 2/18/25 4/29/25			
8/13/24	Revise last year's scavenger hunt questions and print new posters (include Spanish) and hang prior to conferences. Suggestion made to put K-2 on one poster and 3-5 on one to make it more visually understandable.	Carrie Dotson	03/02/2025
<i>Notes:</i>			