

## 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.

Reading Goal Team: 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 will have a minimum of 60% of their students reaching grade level performance through core instruction by June 2027 as measured by EOGs. 2025-26 Target Goal: Union Grove will grow from 51.8 to 54% of their students reaching grade level proficiency in Reading through core instruction by May 2026 as measured by EOGs.

Math Goal Team: 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. 2025-28 New Strategic Goal: Union Grove will have a minimum of 69% of their students reaching grade level performance through core instruction by June 2028 as measured by EOGs. UGE will also increase numbers and operations proficiency to EOY 74% proficient on iReady diagnostic assessments by. 2025-26 Target Goal: Union Grove will grow from 64.8% to 66.8% of their students' reaching grade level performance through core instruction by May 2026 as measured by EOGs. Our school will increase in numbers and operations from BOY 18% proficient to EOY 65% proficient on iReady diagnostic assessments.

Engagement Goal Team: Part 1 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 50% by May 2027 as based on CWT data. We will increase parent knowledge and understanding as measured by the climate survey question, "My child's teacher provides appropriate level of assistance when he/she needs extra help with classwork or homework", from 91% to 94%.

25-26 Target Goal: At Union Grove Elementary, authentic student engagement will improve to 40% by May 2027 as based on CWT data. We will increase parent knowledge and understanding as measured by the climate survey question, “My child’s teacher provides appropriate level of assistance when he/she needs extra help with classwork or homework”, from 91% to 92%.

Engagement Goal Team: Part 2 A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123) STRATEGIC GOAL: At Union Grove Elementary, students will increase social skills and improve the quality of morning meeting and Second Step instruction with 100% of teachers completing 80% as measured by morning walk-through data, lesson checklist, & MTSS shareouts. 2025-26 TARGET GOAL: For the 2025-26 school year, students will increase social skills and improve the quality of morning meeting and Second Step instruction with 100% of teachers completing 50% as measured by morning walk-through data and lesson checklist.



! = 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
<i>Initial Assessment:</i>	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, trained TAs, 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 to assist in best practices training with leadership support in guiding teachers through data analysis and next steps for instruction to support student learning.		Limited Development 08/16/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>	<p><b>2027-28 Strategic Goal:</b> Union Grove will have a minimum of 58% of their students reaching grade level performance proficient through core instruction by June 2028 as measured by EOGS.</p> <p><b>2025-26 Target Goal:</b> Union Grove will grow from 51.8 to 54% of their students reaching grade level proficiency in Reading through</p>			Jane Hager, Chair & EC Rep	05/22/2026

	<p>core instruction by May, 2026 as measured by EOGs.</p> <p>Union Grove will have a minimum of 58% of their students reaching grade level performance through core instruction by June 2028 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-1 teachers will continue to implement daily Heggerty lessons to explicitly teach phonemic awareness. K-2 Letterland along with strategies from the Science of Reading will support student growth and proficiency in basic reading skills. K-5 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>			
<b>Actions</b>		<b>0 of 16 (0%)</b>		
8/19/25	Letterland 2.0 kindergarten & 1st grade have built in vocabulary for each character. Implement Rooted in Reading vocabulary instruction with poster visuals to improve vocabulary for 1st & 2nd grade mClass as measured on lesson planning document.		Jennifer Troutman	08/25/2025
	<i>Notes:</i>			
8/19/25	5th grade reading dropped as a cohort 16.3% - 5th grade will implement Morpheme Magic in August as measured in lesson planning document.		Carrie Fulbright	09/05/2025
	<i>Notes:</i>			
8/19/25	Train teachers on RTI Stored		Bridget Allen (Elected 2025)	09/10/2025
	<i>Notes:</i>			
8/19/25	Kindergarten and 1st Grade will transition to Letterland 2.0 And attend training for Letterland 2.0		Jennifer Troutman	09/22/2025
	<i>Notes:</i>			
8/19/25	Identify Tier 2 and 3 students in grades 2-5 and create a document for progress monitoring fidelity. Include: Track attendance for Tier 3 interventions. This should include the number of sessions provided vs. the number attended by the student.		Carrie Fulbright	09/23/2025
	<i>Notes:</i> <a href="https://docs.google.com/document/d/1THt6gnKT_k6V5GIRc-JKOcaxzEvly40qqI3qwXYRy8Y/edit?usp=drive_link">https://docs.google.com/document/d/1THt6gnKT_k6V5GIRc-JKOcaxzEvly40qqI3qwXYRy8Y/edit?usp=drive_link</a>			
8/19/25	Update plans in RTI Stored		Carrie Fulbright	09/29/2025
	<i>Notes:</i> Every 4 to 6 weeks plans will be updated.			

8/19/25	Schedule Lori Nesbit to come and co-teach with teachers specifically focused on Non-fiction writing and adding text features digitally.		Bridget Allen (Elected 2025)	10/03/2025
<i>Notes:</i>				
8/19/25	Writing in small groups which includes weekly Letterland handwriting for K-3 and grades 3-5 Magnetic Reading response to text writing in core will be implemented as measured in lesson plans.		Jennifer Troutman	10/10/2025
<i>Notes:</i>				
8/19/25	Train 4th and 5th-grade teachers on DIBELS progress monitoring.		Bridget Allen (Elected 2025)	10/10/2025
<i>Notes:</i>				
8/19/25	Daily phoneme grapheme mapping led by teacher in small groups in 1st grade as measured on lesson planning document.		Jane Hager	11/12/2025
<i>Notes:</i>				
8/19/25	Second Grade will transition from Heggerty Phonemic Awareness to Bridge the Gap for Phonemic Awareness - training in PLCs by September 10.		Jennifer Troutman	01/09/2026
<i>Notes:</i>				
8/19/25	Parent Communication Documentation MTSS for math and reading - use BOY & MOY conferences		Jane Hager	02/02/2026
<i>Notes:</i> <a href="https://docs.google.com/document/d/1uJdOFYh06cvifaAMcRDURT_EVkJdqUy-hTsPIN-nEk4/edit?tab=t.0">https://docs.google.com/document/d/1uJdOFYh06cvifaAMcRDURT_EVkJdqUy-hTsPIN-nEk4/edit?tab=t.0</a>				
8/19/25	4th and 5th-grade teachers will track students receiving Tier 2 and Tier 3 interventions in the area of basic reading using DIBELS PM.		Carrie Fulbright	04/08/2026
<i>Notes:</i>				
8/19/25	Building stamina professional development provided at least twice during the school year to provide strategies for implementing K-5.		Jane Hager	04/10/2026
<i>Notes:</i>				
8/19/25	Check the fidelity of progress monitoring by contacting Christy Wagner bi-monthly for mClass.		E. Holland	04/21/2026
<i>Notes:</i>				
8/19/25	Teachers will select a variety of literature to read aloud and expose students to - create K-5 read aloud document for teachers to update monthly.		Jane Hager	05/18/2026
<i>Notes:</i> <a href="https://docs.google.com/document/d/149MGIrWrAYcMtGHYHtNkSS6q0qOAGS87I5HN0v8kXAU/edit?tab=t.0">https://docs.google.com/document/d/149MGIrWrAYcMtGHYHtNkSS6q0qOAGS87I5HN0v8kXAU/edit?tab=t.0</a>				

Function:					
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
<i>Initial Assessment:</i>	<p>Union Grove classroom teachers are currently implementing the Bridges Math Curriculum in all grades K-5. Bridges includes three distinct parts that include Daily Core Lessons, Number Corner (similar to Number Talks) Meetings, and Work Place games to be incorporated into daily math workshops. Teachers will also identify areas of the curriculum that are not included in Bridges and supplement with NC Tools for Teachers.</p> <p>Seventy percent of the curriculum is taught during Bridges Core Lessons while 30% of the curriculum will be taught only in Number Corner. The Core lessons include concepts, strategies, and models that create fluency in problem-solving. Workplace games help support fluency building in math.</p> <p>Bridges curriculum unpacking will occur in PLCs and grade-level meetings. PLC Meeting Agendas will include evidence that this is occurring.</p> <p>Students who are fluent in math problem-solving can solve problems with efficiency, flexibility, and accuracy. Our goal is to move all children to become fluent problem solvers at all levels of the curriculum.</p> <p>In addition to the daily curriculum expectations of Bridges, grades 2-5 are implementing Bridges Quest Adventures and Explorations. These offer students opportunities to build stamina and practice problem-solving skills through challenging but obtainable word problems. Teachers are asked not to offer any support to students before or during Quest Time.</p> <p>If students are not working on grade level or are in need of supplemental support, teachers, TAs, and the tutor are using Bridges math interventions aligned to a student's deficit. These help teach students the big ideas, concepts, and models necessary to be successful and move along the problem-solving continuum for each addition, subtraction, multiplication, division, and fractions. Volumes 4 and 7 also support a better understanding of problem types and the strategies necessary to solve each type of problem.</p>		Limited Development 09/05/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>	<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><b>2028 STRATEGIC GOAL: Union Grove will have a minimum of 69% of their students reaching grade-level performance through core instruction by May 2028 as measured by EOGS and iReady.</b></p>			Jennifer York, Chair & 5th Grade Rep	05/22/2026

<b>2025-26 Target Goal:</b> Union Grove will grow from 64.8% to 66.8% of their students' reaching grade-level performance through core instruction by May 2026 as measured by EOGS. Our school will increase in numbers and operations from BOY 18% proficient to EOY 65% proficient on iReady diagnostic assessments.				
<b>Actions</b>		<b>4 of 8 (50%)</b>		
8/8/25	Teachers will incorporate a problem of the day / week (word problem based on the problem types for your grade level) as measured on lesson plans. K-1 and fourth grade (4th math cohort dropped -2.6%) will implement daily.	Complete 09/02/2025	Rhonda York	09/02/2025
<i>Notes:</i>				
8/8/25	Bridges Interventions for Tier 3 Progress Monitoring will utilize lesson assessments for Computation and Problem Solving completed and checked by classroom teacher on RtI stored bi-weekly	Complete 09/12/2025	Mckenzie Nicholson	09/15/2025
<i>Notes:</i>				
8/8/25	PD provided to teacher assistants and new to UGE on Bridges Intervention kits - Spice and/or Keaton by mid-September.	Complete 09/19/2025	Kelly Hill	09/19/2025
<i>Notes:</i>				
8/8/25	By week 2, students will take Bridges intervention assessments to identify student needs and assist with instructional math grouping as noted in PLC agenda	Complete 09/19/2025	Marissa Ireland	09/19/2025
<i>Notes:</i>				
8/8/25	PD provided for teachers on how to input tier 3 data into RtI stored on ERPD.		Jennifer York	10/31/2025
<i>Notes:</i>				
8/8/25	All Tier 2 and Tier 3 Math interventions will utilize the Bridges Intervention Kits during small group instruction and/or Tiger Time and document on the created intervention tracking sheet.		Jennifer York	01/20/2026
<i>Notes:</i>				
8/27/25	Grade level teams will analyze growth of subgroups to determine gaps and next steps.		Rhonda York, LI	01/31/2026
<i>Notes:</i>				
8/8/25	Train all teachers on RTI Stored.		Kelly Hill, 2nd Grade Rep	04/19/2026

Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Goal Team will assist classroom teachers and support staff in developing and establishing a set of norms that will enhance students' social competency using Morning Meeting and Second Step Lessons as support and resources. .</p> <p>The team will plan professional development for all the teachers on how to establish good principles and practices of social norms and expectations to enhance students' social skills.</p>		Limited Development 08/18/2025		
<b>How it will look when fully met:</b>	<p>Once fully implemented by May 2027, students will greet each other and staff members or will respond when greeted first by using verbal communication skills and making eye contact. Morning Meetings will happen four times a week and Second Step lessons will happen one time a week. Students will demonstrate that they can make age-appropriate social and emotional regulation skills through data collected during breakfast and school entry times. Increased social confidence should increase student discourse quality in the classrooms and also be reflected in academic data monitored by the reading and math goal teams.</p>			Hunter Myers, Chair	05/28/2027
<b>Actions</b>			<b>1 of 7 (14%)</b>		
8/18/25	Create a simple morning meeting / second step walk-through for leadership to use to collect data.		Complete 08/11/2025	Hunter Myers	08/11/2025
<i>Notes:</i>					
8/21/25	Create student social response tracking document to monitor the percentage of students being greeted and responding to greeting.			Allison Hughes	10/10/2025
<i>Notes:</i>					
8/18/25	Second Step Lessons implemented weekly with assessment given at the beginning and end of school year as measured by lesson checklist and teacher shareouts in monthly MTSS PLCs.			Karlee Lawless	05/22/2026
<i>Notes:</i>					
8/18/25	Analyze Morning Meeting / Second Step Walk through data middle of year and end of year.			Karlee Lawless	05/22/2026
<i>Notes:</i>					
8/21/25	Model morning meeting greeting and sharing expectations at the beginning of faculty meetings.			Robin Hansel	05/22/2026
<i>Notes:</i>					
8/21/25	Once a quarter, morning duty staff will intentionally greet students and record the number of students greeted and the number of students that responded to the greeting. We will look at the percentage of			Allison Hughes	05/22/2026

	students responding to being greeted to track student social responses.			
<i>Notes:</i>				
8/18/25	K-5 students will be able to make eye contact, shake hands firmly, and verbally greet a peer and adult as measured by quarterly counselor and/or leadership visit which will be practiced during Morning Meeting greeting time daily as documented by Morning Meeting walk-through.		Hunter Myers	05/22/2026
<i>Notes:</i>				
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	<p>Target Goal: At Union Grove Elementary, authentic student engagement will improve to 40% by May 2026 as based on CWT data. We will increase parent knowledge and understanding as measured by the climate survey question, "My child's teacher provides appropriate level of assistance when he/she needs extra help with classwork or homework", from 91% to 92%.</p> <p>Strategic Goal: At Union Grove Elementary, authentic student engagement will improve to 50% by May 2027 as based on CWT data. We will increase parent knowledge and understanding as measured by the climate survey question, "My child's teacher provides appropriate level of assistance when he/she needs extra help with classwork or homework", from 91% to 94%.</p>		Limited Development 06/02/2017		
<b>How it will look when fully met:</b>	By May of 2027 and fully implemented, authentic student engagement will improve to 50% as based on CWT data. We will increase parent knowledge and understanding as measured by the climate survey question, "My child's teacher provides appropriate level of assistance when he/she needs extra help with classwork or homework". from 91% to 94%. Teachers are working to better equip parents in their knowledge of			Karlee Lawless, Chair & 1st Grade Rep	05/22/2026

curriculum standards to better support their child(ren), using a variety of parent engagement techniques.

**Student Engagement:** At least half of students (50% per CWT data) are authentically engaged in learning across grade levels and content areas. Lessons are more student-centered, with higher levels of critical thinking, discussion, and ownership of learning. Teachers intentionally design instruction to foster curiosity and active participation.

**Parent Knowledge & Confidence:** Parent survey responses increase to 94%, showing an even stronger sense of trust and partnership. Families clearly understand how teachers support student learning needs, and parents feel more empowered to assist at home.

**School Culture:** Both students and parents experience a noticeable shift—classrooms feel vibrant, collaborative, and engaging, while parent feedback shows they feel valued, informed, and connected to their child’s academic journey.

<b>Actions</b>		<b>4 of 12 (33%)</b>		
10/8/24	Teachers will create positive feedback cards to send for all students in Fall and Spring	Complete 05/23/2025	Hunter Myers	05/07/2025
<i>Notes:</i>				
8/18/25	Brief PD for teacher on new homework BINGO board	Complete 08/19/2025	Karlee Lawless	08/19/2025
<i>Notes:</i>				
8/18/25	Digital PD about recording monthly instructional videos which will be posted onto Class Dojo, how to view which parents watched your Class Dojo videos, and how to track parent engagement with videos on new tracking spreadsheet.	Complete 08/19/2025	Karlee Lawless	08/26/2025
<i>Notes:</i>				
8/18/25	PD on Avaya app to train how to text from school phone with laptops.	Complete 09/02/2025	Hunter Myers	10/07/2025
<i>Notes:</i>				
8/18/25	Schedule parent nights and EOY dates		Hunter Myers	12/19/2025

<i>Notes:</i>				
8/18/25	Autism Training during PLCs. This will allow specific conversations related to students in a particular grade level.		Charsandra Gallmon	03/31/2026
<i>Notes:</i>				
8/18/25	Teachers should have two parent conferences a year with parents of students who are yellow and green. Document on communication logs.		Robin Hansel	05/22/2026
<i>Notes:</i>				
8/18/25	Parents of red academic students should have quarterly communication, via phone call or face-to-face meeting. Two of these are required to be in-person parent conferences. Document on communication logs.		Robin Hansel	05/22/2026
<i>Notes:</i>				
8/18/25	Create a list of the rituals that Brand us! Note the times of the year. Determine if we need to add any new rituals or modify any existing ones. (ex: Spring Fest, Math Madness, 5th Grade to iFly, Every other year to Letterland/Zoo, Red vs. Black)		Allison Hughes	05/22/2026
<i>Notes:</i>				
8/18/25	Monthly Attendance Incentives		Hunter Myers	05/22/2026
<i>Notes:</i>				
8/18/25	Complete instructional video (math or reading) monthly to be shared with parents on Class Dojo.		Samantha Yarborough	05/22/2026
<i>Notes:</i>				
8/18/25	Grade levels, during PLCs, create a homework BINGO board to be shared with parents and includes academic, family engagement, and social skill practices. As BINGO boards are returned, keep the board and document which students completed what quantity of BINGO squares.		Samantha Yarborough	05/22/2026
<i>Notes:</i>				