

## Comprehensive Progress Report

**Mission:**

The mission for Unionville Elementary is to provide a safe and positive learning environment that fosters success. Success will be achieved through high academic expectations, character education, student centered learning and enrichment through all disciplines, including the Portrait of a Graduate.

Vision : Be Our Best – Character, Academics, Technology, Success

The Unionville Staff will establish personal connections with students in order to assess their social and emotional needs. Ongoing assessment data will be used to determine their academic abilities. We will focus on developing globally minded, responsible citizens with the ability to work collaboratively. Instruction will reflect students' individual needs through the use of readers and writers workshop, integration of technology, and small group instruction, with a focus on developing problem solving and critical thinking skills.

**Vision:**

**Goals:**

- 2025-2026 Eliminate Opportunity Gaps
- 2025-2026 Improve School Performance
- 2025-2026 Increase educator preparedness to meet the needs of every student



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 2: Talent Development</b>				
<b>Effective Practice:</b>		<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

August 2025

Our school works to recruit and place high-quality staff in collaboration with district personnel, with a focus on matching staff strengths to student and school needs. Teacher evaluations follow the North Carolina Educator Evaluation System and are used to identify areas of strength and growth. While professional development has been aligned to student data and MTSS priorities through expert-led training, there is an opportunity to better align PD with trends in evaluation data to more directly support teacher development. Coaching is provided more frequently to beginning teachers and those with targeted needs, with feedback embedded in post-observation conferences. Expanding coaching access to all staff, including high-performing teachers, would enhance instructional growth schoolwide. The school promotes a strong culture of shared leadership, with staff actively involved in decision-making. However, there is room to increase opportunities for high-performing teachers to lead professional development and share best practices. These enhancements would further strengthen teacher retention and build internal leadership capacity.

Limited Development  
08/07/2025

<p><b>How it will look when fully met:</b></p>	<p>Our school recruits and places high-quality staff through a strategic process that considers candidate strengths, school goals, and student needs. Administration regularly compiles and analyzes evaluation data, walkthrough trends, student performance data, the Teacher Working Conditions Survey, and MTSS priorities to inform professional development planning. The School Improvement Team uses this data to prioritize needs and shape a differentiated, monthly professional learning plan delivered during staff meetings. Coaching is embedded into professional learning and available to all staff, including high-performing teachers. Beginning teachers receive weekly coaching from experienced mentors, and curriculum facilitators provide targeted support during PLCs. Grade-level teams engage in peer coaching and modeling during collaborative planning time. Staff retention is supported through a positive school culture that values leadership, voice, and recognition. Monthly teacher-led PD sessions showcase staff expertise, and a structured system is in place for peer observations and regular public recognition through “shout-outs.” Staff are given opportunities to attend outside professional development in things they are passionate about and come back to champion initiatives and share with the rest of the staff. Evaluation and coaching data are used to adjust support and build staff capacity. Evidence uploaded to NCStar includes professional development schedules, coaching logs, peer observation forms, SIT meeting minutes, and evaluation data analysis summaries.</p> <p>For the 2025-2026 school year, our two made focuses are:</p> <p>(1) Teachers leading PD</p> <p>(2) Teachers observing and learning from each other</p>		<p>Alanna Griffin</p>	<p>06/10/2028</p>
<p><b>Actions</b></p>		<p><b>0 of 8 (0%)</b></p>		
<p>8/12/25</p>	<p>(1) Create a google form to gather interest on who would like to lead a PD session</p>		<p>Sophie Flynn</p>	<p>09/15/2025</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>(1) Invite selected staff to participate in peer-led PD opportunities</p>		<p>Katherine Sanabria</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				

8/12/25	(1) Create a calendar of teacher-led sessions during staff meetings or PLCs		Alanna Griffin	10/01/2025
<i>Notes:</i>				
8/12/25	(2) Develop a simple peer observation schedule and tracking system		Sophie Flynn	10/01/2025
<i>Notes:</i>				
8/12/25	(2) Provide a reflection or feedback tool for observers		Alanna Griffin	10/01/2025
<i>Notes:</i>				
8/12/25	(2) Schedule time and facilitation during PLCs for debriefing and sharing takeaways		Katherine Sanabria	10/01/2025
<i>Notes:</i>				
8/12/25	(1) Gather feedback from participants and presenters from teacher led PD to refine process/implement next steps		Sophie Flynn	06/01/2026
<i>Notes:</i>				
8/12/25	(1) Recognize staff contributions in public ways (shout-outs, newsletter, etc.)		Katherine Sanabria	06/01/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Our school implements a tiered instructional system to address academic, behavioral, emotional, and attendance needs, with current strengths in academic domains. Universal screeners for reading and math are administered with fidelity to identify at-risk students, and data decision rules guide Tier II and Tier III placement and exiting. While we do not yet have formal screeners for behavior, emotional, or attendance needs, the MTSS committee uses available data to address concerns in these areas.

Tier I instruction includes standards-based, differentiated core instruction for all students. Tier II provides targeted, small-group interventions in addition to core instruction, while Tier III offers intensive, individualized support using specialized programs. Tier movement is determined through universal screeners, diagnostic tools (mClass, iReady), progress monitoring (CORE, PAST, NCENSI, running records, check-in/check-out), and MTSS decision rules.

Collaboration occurs weekly in PLCs, with student support staff, specialists, and interventionists reviewing progress and refining strategies. The MTSS committee, with grade-level and department representation, meets monthly to address student concerns. Staff receive MTSS training at the start of the year, ongoing coaching in PLCs, and targeted training for teacher assistants and tutors to ensure interventions are delivered effectively.

Limited Development  
08/07/2025

<p><b>How it will look when fully met:</b></p>	<p>Our school implements a comprehensive, tiered instructional system that addresses academic, behavioral, emotional, and attendance domains with fidelity. Universal screeners are administered in all four domains, and data decision rules guide placement, movement, and exit from Tier II and Tier III supports.</p> <p>Tier I instruction is consistently strong, evidence-based, and differentiated to meet the needs of all learners. Tier II supplemental supports are provided in small groups in addition to core instruction, and Tier III intensive supports are individualized and delivered with high frequency. Interventions across all tiers are selected based on research, matched to student needs, and adjusted through structured problem-solving.</p> <p>Data from universal screeners, diagnostics, and progress monitoring tools (including academic, behavioral, and attendance data) are reviewed regularly by PLCs and the MTSS committee to make timely instructional decisions. The MTSS committee includes representatives from all grade levels and departments, ensuring shared ownership and accountability.</p> <p>Staff receive ongoing, differentiated professional development in MTSS practices, intervention design, and equity. Teacher assistants, tutors, and support staff are trained to deliver interventions effectively. Evidence of full implementation includes MTSS data decision rules, screening and progress monitoring records, PLC and MTSS meeting minutes, intervention logs, and professional development documentation.</p>		<p>Katherine Sanabria</p>	<p>06/10/2028</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>8/12/25</p>	<p>Continue to monitor intervention effectiveness through consistent progress monitoring reviews.</p>		<p>Starla Williams</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Create an MTSS progress report for teachers to send home monthly</p>		<p>Starla Williams</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Inquire about universal screeners for emotional, behavioral, and attendance domains that are being used in other schools.</p>		<p>Starla Williams</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Train all staff on interventions and implementation for MTSS.</p>		<p>Starla Williams</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Grade-level teams reference standards and pacing guides when planning units, but collaborative discussion and refinement for current students' needs is inconsistent. Some teams rely on prior years' plans without fully revising them, and there is not yet a consistent protocol for unpacking standards as a team. All instructional teams store plans in Google Drive and use agendas; however, there is no common template across grade levels, leading to variations in format and detail. Specialists, ELL, and special education staff have access to unit plans but do not regularly participate in collaborative planning. Plans are shared and discussed within grade levels, but opportunities for vertical alignment and cross-grade conversations are limited. The school would benefit from increasing specialist participation in PLCs, and creating structured opportunities for vertical collaboration to ensure coherence and alignment of instruction across grade levels.</p>	Limited Development 08/07/2025		

<p><b>How it will look when fully met:</b></p>	<p>Instructional teams consistently collaborate to develop and refine unit plans that are aligned to standards, pacing guides, and the needs of current students. A clear, schoolwide protocol guides teams in unpacking standards together, identifying essential learning targets, and sequencing instruction for maximum impact. All teams use planning templates stored in a shared Google Drive, ensuring accessibility. Specialists, ELL, and special education staff are active participants in PLCs, contributing expertise to support diverse learners and align accommodations with unit objectives. Unit plans are regularly reviewed within and across grade levels to ensure both horizontal and vertical alignment of curriculum. Teams share and critique lesson designs, assessments, and success criteria, using collaborative feedback to strengthen instructional quality. This ongoing, structured process ensures that curriculum planning is cohesive, evidence-based, and responsive to student needs. Evidence uploaded to NCStar includes completed unit plans, PLC agendas and notes, vertical alignment meeting notes, and documentation of specialist participation in collaborative planning.</p>		<p><b>Katherine Sanabria</b></p>	<p><b>06/10/2028</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/12/25</p>	<p>Develop a schoolwide protocol for unpacking standards in PLCs.</p>		<p>Sophie Flynn</p>	<p>09/15/2025</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Implement quarterly PLC participation by specialists and support staff.</p>		<p>Katherine Sanabria</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/12/25</p>	<p>Schedule vertical alignment meetings across grade levels twice a year.</p>		<p>Alanna Griffin</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				