

Comprehensive Progress Report

Mission:

Enhancing all scholars' learning outcomes by meeting their academic, social and emotional needs to ensure success and growth as compassionate citizens.

Vision:

Union Hill's faculty and staff are committed to empowering ALL scholars to become critical thinkers, allowing them to successfully grow to meet their full potential.

Goals:

By June 2026, Union Hill Elementary will increase the school overall performance composite from 46.6 to 48% measured by third through fifth grade NC EOG test.

By the end of 2025-2026 school year, we will design activities to connect careers to student interests and classroom learning.

By the end of the 2025–2026 school year, Union Hill will achieve a rating of Optimizing on Fam-S Item 33, ensuring that all teachers are attentive to students' emotional states, proactively guide students in managing their emotions, and arrange for supports and interventions when necessary.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school administration and teachers regularly review school performance data including formative and summative assessment data) and aggregated classroom observation data during PLCs and during Leadership team meetings. We use that data to make decisions about school improvement and professional development needs. Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 08/04/2016		
<i>How it will look when fully met:</i>		On a regular basis, the administration, coaches, teachers, and the leadership team will analyze school performance and classroom observation data to make decisions about school improvement and professional development needs. Minutes from data meetings and increased student achievement will be the evidence for this objective.		Zandra Donnell	06/03/2026
Actions			5 of 9 (56%)		
	10/25/22	Grade PLCs analyze the assessment all subgroups.	Complete 05/23/2023	Aiesha Lanier	06/01/2023
		<i>Notes:</i> 2022-2023: Data Protocol created and uploaded each week to the grade level google drive.			
	10/5/22	Based on 2021-2022 attendance data, attendance team create a "No More Than 4" attendance campaign to encourage families not to miss any more that 4 days each quarter.	Complete 05/23/2023	Emily Parsons	09/30/2023
		<i>Notes:</i> 88/24/22 Letters were sent home at Open House. Parents signed and return show show their commitment. 2022-2023: Attendance team Meet biweekly to problem solve and create action steps.			
	10/5/22	The leadership team will look at disaggregated Dibels data at BOY, MOY, and EOY.	Complete 07/24/2025	Karen Bennett	06/01/2025
		<i>Notes:</i> 2025- 2026 -Leadership analyzed BOY Dibels data at -Leadership analyzed MOY Dibels data at. -Leadership analyzed EOY Dibels data at			

10/5/22	The Attendance team (Administration, social worker, counselor, & data manger) will meet monthly to analyze attendance data and to create next steps.	Complete 06/10/2025	Christina McLean	06/01/2026
<i>Notes:</i> 2025-2025: Attendance team Meet biweekly to problem solve and create action steps. (starting dates; August 28, 2025)				
9/11/25	Teachers and staff will analyze data sources (e.g., classroom observations, behavior referrals, counseling notes) to identify patterns and problem-solve.		Chrisie Gray	06/10/2026
<i>Notes:</i>				
9/13/25	Based on data we will implement small groups through Tiger Time and Double Dose to provide targeted, direct support for all learners.		Zandra Donnell	06/10/2026
<i>Notes:</i>				
9/13/25	Using walk through data, MCL/ CF coaching teachers in both math and reading to ensure high expectations and strengthen instructional practices across the building.		Virginia Stanfield	06/10/2026
<i>Notes:</i>				
9/18/25	Maintain a Reading Data subcommittee that analyzes school-wide reading data to make decision about reading professional development.		Tausha Stewart	06/10/2026
<i>Notes:</i>				
9/13/25	Using Title I funds, we will hire a Multi-Classroom Leader (MCL) to provide in-class coaching and support for teachers, while also guiding them through effective data analysis to drive instruction and maximize student achievement.	Complete 08/25/2025	Vanneisha Black	08/25/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is a gap where the classroom teacher is not apart of the intervention meeting. Members of the behavior SPS meetings are relaying messages and it is not effective.	Limited Development 09/11/2025		
<i>How it will look when fully met:</i>		Staff members feel support with student behavior needs and have the intervention available to support.		Chrisie Gray	06/10/2026
Actions			0 of 7 (0%)		
9/11/25		Maintain a Student Support Team that meets biweekly to review student needs and coordinate interventions.		Chrisie Gray	06/10/2026
<i>Notes:</i>					
9/11/25		Launch Behavior SPS meetings monthly to monitor and address Tier 2/Tier 3 student needs by analyzing data, including observation data, problem solve .		Chrisie Gray	06/10/2026
<i>Notes:</i>					
9/11/25		Maintain monthly grade level SPS meeting for academics by analyzing data, including observation data, problem solve		Karen Bennett	06/10/2026
<i>Notes:</i>					
9/11/25		Establish core IPS academic task force team meet as needed		Karen Bennett	06/10/2026
<i>Notes:</i>					
9/11/25		Maintain biweekly attendance team meetings by analyzing data, including observation data, problem solve		Christina Moncrief	06/10/2026
<i>Notes:</i>					
9/11/25		MCL/CF coaching to maintain strong tier 1 instruction		Virginia Stanfield	06/10/2026
<i>Notes:</i>					
9/13/25		All grade levels/departments will participate in data PLCS weekly to analyze data in order to problem solve		Virginia Stanfield	06/10/2026
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Students have exposure to careers however, we have not been intentional with exciting students.	Limited Development 09/13/2025		
How it will look when fully met:		We will design activities to connect careers to student interests and classroom learning.		Jacqueline Cormier	06/03/2026
Actions			0 of 3 (0%)		
	9/13/25	Career Exploration Day: Invite guest speakers from diverse career fields to share real-world experiences.		Tessa Pendley	05/31/2026
Notes:					
	9/13/25	Classroom Career Connections – Teachers embed short career spotlights into units (e.g., linking math to engineering, reading to journalism).		Tausha Stewart	06/10/2026
Notes:					
	9/13/25	Student Career Journals/Reflections – Scholars reflect on careers introduced throughout the year and how they connect to their goals.		Crystal Charles	06/10/2026
Notes:					
	A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Union Hill has partnered with High Point University to design engaging STEM activities that increase student motivation, build teamwork and community, and provide opportunities to explore future STEM careers.	Limited Development 09/13/2025		
How it will look when fully met:		Union Hill will design engaging STEM activities that integrate reading comprehension skills, increase student motivation, build teamwork and community, and provide opportunities to explore future STEM careers.		Jacqueline Cormier	06/03/2026
Actions			0 of 2 (0%)		
	9/13/25	The Stem Committee will design engaging STEM activities that integrate reading comprehension skills.		Jacqueline Cormier	06/02/2026

Notes:

9/13/25 Maintain a STEM subcommittee.

Jacqueline Cormier

10/31/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	School-wide restorative circles are currently in place.	Limited Development 09/11/2025		
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<i>How it will look when fully met:</i>	All teachers will be implementing Zones of Regulations to help student with regulation.		Tessa Pendley	06/10/2026
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Actions

9/11/25	Provide staff professional development on Zones of Regulation to build consistent language and practices across the building.	0 of 1 (0%)	Caroline Knight	06/10/2026
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Notes: #1 PD Session: 9/9/25

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on FAM-s 2025, this is a priority item. The need to intentional make a plan to hypothesize reasons why students are not meeting expectations are sometimes referred to as hypotheses or barriers to learning.	Limited Development 09/11/2025		
<i>How it will look when fully met:</i>		When fully met, we will: <ul style="list-style-type: none"> • maintain student support (behavior) team that meets biweekly, • Establish Behavior SPS meetings monthly • Maintain biweekly attendance team meetings • Maintain monthly grade level SPS meeting • Establish core IPS academic task force team • Analyze data, including observation data, problem solve • MCL/CF coaching to maintain strong tier 1 instruction 		Rachel Carmichael	06/10/2026
Actions			0 of 2 (0%)		
	9/11/25	All Teachers will implement morning and closing restorative circles daily.		Karen Bennett	06/10/2026
<i>Notes:</i>					
	9/11/25	Quarterly Awards Days to celebrate academics, attendance, and SEL/ Behavior.		Karen Bennett	06/10/2026
<i>Notes:</i>					

	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>	The majority of teachers are attuned to the emotional states of students in their classrooms. We have a referral process in place for students, including referrals to the school counselor, school social worker, Intervention Support Team, and outside agencies. A mental health provider is available at least once a week to provide emotional support for scholars within our Tier III SEL range. Clear protocols and procedures are in place in all classrooms, which sets the expectations for how scholars are to behave in class and how they are to treat each other and adult staff.	Limited Development 08/04/2016			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>	All teachers will be attentive to student's emotional states. We will reduce the number of discipline referrals as a result of a wrap around approach to support our scholars whose have suffering from emotional issues.. We will use student support team, mental health counselor, school counselor, mall group counselor and social worker sessions, coupled with whole class counseling sessions, and a restorative approach to help scholars problem-solving and address their mental health using researched-based strategies. Parent information sessions will be provided to support their families with mental health needs. Mental health counseling, along with school clinic officials will continue to assess and provide treatment for scholars who are suffering from environmental and emotional issues. A high tolerance and empathy for scholars with chronic and emotional issues will be observed from all staff and a team will work closely to address individual issues one scholar at a time.		Tessa Pendley	06/03/2026		9 of 12 (75%)		
<i>Actions</i>	9/17/21	By June 2022, 90% will implement restorative circles to strengthen relationships with students within their classroom	Complete 05/31/2023	Vanneisha Black				06/01/2023
	<i>Notes:</i>							
	11/29/22	Teachers will use writing as a tool during restorative circles to give students an alternative opportunity to express their feelings.	Complete 05/31/2023	Kimberly Milton				06/01/2023
	<i>Notes:</i>							
	8/31/17	Our social worker, in collaboration will all staff members, will contact members of the community to establish partnerships for student connections.	Complete 06/06/2023	Therman Flowers				06/03/2023

Notes: 10/06/21--Currently, we have 20 parents and community members who volunteer on a regular basis.

2022- the school meets monthly for "round table".

2023-

10/19/23	Union Hill will create a Student SEL subcommittee to help generate resources for teachers.	Complete 09/20/2023	Tessa Pendley	11/30/2023
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Notes:

11/2/23	The SEL subcommittee will sponsor Kindness Day to support kindness through out the building.	Complete 11/12/2023	Tessa Pendley	05/31/2024
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Notes:

10/19/23	All classroom teachers will implement restorative circles to strengthen relationships with students within their classroom in the morning and in the afternoons .	Complete 01/31/2025	Jamie Jones	01/31/2025
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Notes: 23-24: Mornings only
24-25: Mornings and afternoons
Follow -up reminder and suggestion was sent to staff 01.10.25

11/2/23	The SEL subcommittee will create school-wide mini- lessons to address self-awareness, self-management, and social awareness.	Complete 06/11/2025	Tessa Pendley	05/31/2025
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Notes: 23-24
This year the Student SEL team decided to focus on three SEL target areas:
1. Self-Awareness (emailed in October 2023)
2. Self-Management (emailed in March 2024)
3. Social Awareness (emailed in May 2024)

24-25:

10/19/23	Our counselor will continue to teach lessons on managing emotions, decision-making skills, and character development during weekly guidance lessons. In addition, she will target students during small group instruction.	Complete 06/12/2025	C. Knight	06/01/2025
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Notes:

9/11/25	K–2 classes and specialists will implement calm-down corners to promote self-regulation (Tiger Den).		Caroline Knight	09/23/2025
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Notes: Staff Overview PD- 9/9/25

9/11/25	Establish a Sensory Room and provide staff training to support appropriate utilization.		Caroline Knight	10/31/2025
<i>Notes:</i> Staff Training: 9/9/2025				
9/11/25	Provide staff professional development on Zones of Regulation to build consistent language and practices across the building.		Caroline Knight	05/31/2026
<i>Notes:</i> PD Session #1: 9/9/25				
10/30/23	Using Title I funds, we will hire a behavior specialist TA who will build relationships with students and help with behavior interventions.	Complete 08/26/2025	C. Knight	06/03/2026
<i>Notes:</i> 21-22: Williams 22-23: C. McCain 23-24: C. McCain(Left Mid year) 23-24: Maldonado 24-25: C. Gray 25-26: C. Gray				
Implementation:		09/27/2019		
Evidence	9/27/2019			
Experience	9/27/2019			
Sustainability	9/27/2019			

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
Initial Assessment:		The administration regularly communicates with parents through Connect Ed messages, School-wide Class Dojo, and monthly newsletters. . We held our Annual Title I meeting. Additionally, curriculum and remote learning expectations and overall communicate expectations with parents/guardians about the importance of them supporting their children's learning at home. Teachers communicate regularly with parents through classroom newsletters. Teachers communicate with parents through phone calls, class Dojo, and conferences on an as needed basis.	Limited Development 08/04/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		This objective is fully met with all parents truly serving as our partners by helping their child with academic task, high percentages of parents attend our school events.		Tyler Leonard	06/03/2026
Actions			10 of 16 (62%)		
11/2/23	The AG teacher will host an virtual parent meeting with parents of AG students in grades 3-5.	Complete 10/17/2023	Christopher McCain	10/31/2023	
<i>Notes:</i>					
11/2/23	Union Hill will participate in One School, One Book. Using Title 1 funds, we will purchase books. The OSOB committee will create school-wide lessons and at home lessons.	Complete 03/08/2024	Vanneisha Black	03/31/2024	
<i>Notes:</i> One School, One Book took place 3/4- 3/7 2024.					
11/2/23	Union Hill will host a family event: Evening on the Hill to provide community resources for families.	Complete 05/02/2024	Camekia Jordan	06/01/2024	
<i>Notes:</i>					
10/19/23	We will use school wide Class Dojo account to help communicate with staff, parents, and school community.	Complete 06/07/2024	Emily Parsons	06/01/2024	
<i>Notes:</i>					
11/14/23	Union Hill will create a school-wide attendance wall to encourage daily attendance. Each week the data will be share with parents on Class Dojo.	Complete 05/31/2024	Emily Parsons	06/01/2024	

Notes: This quarter's attendance goal is for 90% to be present each week.
Have your students check out the board this week and see their cars on the move!

Here is last week's data:

4/2-
4/5 4/8-4/12 4/15-4/19 4/22-4/26 4/29-5/3 5/6-5/10 5/13-5/17 5/20-
5/24 5/28-5/31 Moved
K 87.90 86.45 92.06 89.52 92.06 87.93
1 87.94 80.94 94.52 86.19 88.57 88.80
2 90.18 83.03 92.83 89.62 89.87 91.11 X
3 89.93 87.22 96.16 87.39 92.60 89.15
4 90.95 83.40 94.89 92.63 91.50 86.73
5 90.17 78.80 93.80 87.14 88.57 87.91

10/30/23	Union Hill will host a Phenomenal Fathers, a positive male figures group, to meet monthly for parent sessions and volunteer work.	Complete 04/19/2024	Therman Flowers	06/03/2024
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Notes: Meeting Date:
09/20/23

10/30/23	Each month, there will be Coffee with the Principal session to engage parents in learning and resource access.	Complete 04/19/2024	Therman Flowers	06/03/2024
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Notes: Meeting Dates:
08/28/23
09/22/23

10/10/24	Union Hill will host a Title I parent curriculum night that will review Title I as well as provide curriculum overview for parents. Food will be provided.	Complete 10/24/2024	Therman Flowers	10/31/2024
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Notes: Partnered with High Point University for a Stem Title I Night.

10/10/24	Union Hill will participate in One School, One Book. Using Title I funds, we will purchase books for families. The OSOB committee will create school-wide lessons and at home lessons.	Complete 03/07/2025	Vanneisha Black	03/30/2025
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Notes: Purchased Ada Twist, Scientist by Andrea Beaty. One School, One Book March 3- March 6 2025

10/10/24	Union Hill will host a bookfair event. Using Title I funds, we will provide parents funds towards purchasing a book.	Complete 04/03/2025	Q. Brown	05/31/2025
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Notes:

9/13/25	Union Hill will participate in One School, One Book. We will purchase books for families. The OSOB committee will create school-wide lessons and at home lessons.		Karen Bennett	04/30/2026
<i>Notes:</i> I am every good thing.				
9/8/22	Each month grade level teams will provide newsletter to families to keep them informed on upcoming curriculum standards and events.		Emily Michaud	05/31/2026
<i>Notes:</i> Team will also upload their monthly newsletter to our staff Teams page.				
10/5/22	The Parent Engagement committee will meet monthly to plan and host parent involvement activities and events.		Virginia Stanfield	06/01/2026
<i>Notes:</i>				
10/25/22	Each month Union Hill will host a community round table to help community members stay involved.		Christina McLean	06/01/2026
<i>Notes:</i>				
9/13/25	“Union Hill will host Title I Parent Curriculum Nights to review the Title I program, share curriculum overviews, and provide families with engaging home activities to support learning. Food will be provided.		Aiesha Lanier	06/10/2026
<i>Notes:</i>				
9/4/24	Utilize Class Dojo school-wide and classroom level to communicate with families.		Vanneisha Black	06/10/2026
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/10/2018			
Experience	9/10/2018			
Sustainability	9/10/2018			