

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.

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:

UVES students (grades K-2) will increase Reading proficiency from Beginning of the Year 2020 to End of Year 2021 through iStation Assessments. This is the first full calendar year that iStation has been implemented, therefore, in addition to iStation benchmark and iStation monthly progress monitoring, UVES teachers will also use previous mClass assessments to administer TRC assessments at BOY, MOY, and EOY. In using these two systems this year, UVES will be able to rely on the TRC levels that teachers, students and parents are familiar with, and compare them to the iStation assessments at the end of the year.

UVES students (Grades 3-5) will increase overall Reading proficiency by 3-5% in comparison to historical Reading EOG testing data. During 2020-2021 UVES will meet or exceed projected percentiles or growth as measured by the NC Reading EOG test.

UVES students in Grades 3-5 will increase Math proficiency by 3% in comparison to historical EOG data. In 2020-2021 Unionville will meet or exceed projected percentiles for growth as measured by NC Math EOG.

UVES 5th graders will increase their proficiency rate on the NC Science EOG test by 3% when compared to historical testing data on NC Science EOG scores.

UVES will implement a Social, Emotional and Well-being plan to address the needs identified as a result of the Panorama Screener delivered by Union County Public Schools. UVES have 17 students who reported zero strengths in any SEL areas. The 3 areas with the lowest percentages of how students perceived their own social / emotional skills were self-efficacy, challenging emotions, and emotion regulation. UVES will administer the Panorama Screener again in the Spring and the number of students who have reported zero strengths will decrease after supports have been put in place.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Unionville currently utilizes PBIS and has standard routines and procedures and consistently remind staff to enforce and fully implement them routinely.	Limited Development 07/11/2019		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		Common school expectations as well as common classroom "PAWS" expectations being referenced and enforced through PBIS. Teachers struggling with classroom management will receive coaching from instructional coach on staff.		Sherie Rushing	06/11/2021
Actions			3 of 4 (75%)		
9/24/19	Reviewed "PAWS" expectations, both school and classroom, to all staff.	Complete 08/20/2019	Sharyn VonCannon	08/20/2019	
<i>Notes:</i> Opening Faculty meeting					
9/24/19	Teachers and other staff members give signatures on reward cards as well as a Golden ticket for students consistently exhibiting expectations at school.	Complete 10/11/2019	Olivia Skinner	06/11/2020	
<i>Notes:</i>					
9/24/19	Each day, students and staff are reminded of "PAWS" expectations both in school and classroom on morning announcements. School-wide reward system based off of the PBIS structure to reinforce expectations.	Complete 10/11/2019	Jessica Conklin	06/14/2020	
<i>Notes:</i>					
10/11/19	Staff members will refer to their PBIS expectation guide 4 times per year to review with the class. All staff members including non homeroom teachers are responsible for recognizing students exhibiting proper behaviors.		Sherie Rushing	06/11/2021	

Notes:

Implementation:		10/11/2019		
Evidence	10/11/2019			
Experience	10/11/2019			
Sustainability	10/11/2019			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>Most grade levels function as a PLC, however this area requires continued work. We have grade level teams who work on curriculum alignment and plan lessons to support the standards. Our teams do the following:</p> <ul style="list-style-type: none"> • specific learning activities are aligned to objectives that provide a variety of opportunities for students to achieve mastery. • Goal setting and rubrics are designed by each grade level and subjects and are provided to the students. • Instructional teams currently work together to collaborate and develop learning activities to support student learning. 	Limited Development 07/11/2019		
<i>How it will look when fully met:</i>		<p>When this indicator is fully implemented teams will function 100% in a true learning community by:</p> <ul style="list-style-type: none"> • Teachers will know each students mastery level so assignments are more rigorous • Range of assessments for pre and post test are given through multiple of media. • Differentiated lessons are scaffold to meet all student needs • Teachers will have a better road map for teaching with the end in mind. • Teams will meet to vertically align instruction and learning targets. 		Mika Bruce	06/09/2021
Actions			0 of 4 (0%)		
	9/24/19	PLCs will gather a collection of shared resources that drive instruction toward the learning targets.		Mika Bruce	06/09/2021
<i>Notes:</i>					
	9/24/19	Teachers will work with the instructional coach to develop lessons that differentiate instruction for all tiers of MTSS		Bailey Kiser	06/09/2021
<i>Notes:</i>					

10/11/19	Team meetings will be used to meet with the interventionist about the MTSS process and how to strengthen our tiered support.		Bailey Kiser	06/11/2021
<i>Notes:</i>				
10/11/19	Teams will meet with parents of students not making process in MTSS including the interventionist and the classroom teacher.		Bailey Kiser	06/11/2021
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
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<i>Initial Assessment:</i>	Our school has an MTSS process in place, however it needs to be refined and monitored regularly.	Limited Development 07/11/2019		
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<i>How it will look when fully met:</i>	<p>This indicator is a work in progress for Unionville. Our plans for full implementation are as follows:</p> <ul style="list-style-type: none"> • Create a Tier II PLC RESOURCE Folder that includes items in the MTSS PLC Notebook. • Utilize UCPS forms and protocols on the UCPS website. I have also included the • Utilize a checklist of information and forms to be used inside the pink folders for Tier II. • Grade level teams will have on-going dialogue about the PTSS process and progress monitoring of students • Grade levels will collaborate with Ms. Williams our interventionist about student data. • Teachers will move students through the tiered approach as needed, consistently following protocol. 		Bailey Kiser	06/09/2021
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Actions		1 of 4 (25%)		
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9/24/19	Teams will meet weekly to review and discuss data and students who are not showing progress.	Complete 10/11/2019	Bailey Kiser	10/11/2019
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<i>Notes:</i>							
9/24/19	Teachers will use the checklist in tier 11 student folders to guide the work and progress of students					Bailey Kiser	06/09/2021
<i>Notes:</i>							
9/24/19	Teachers will collaborate with Mrs. Williams the interventionist to develop a list of strategies to use with students in the MTSS process.					Bailey Kiser	06/09/2021
<i>Notes:</i>							
10/11/19	teams will schedule parent meetings for students not progressing.					Bailey Kiser	06/11/2021
<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>			Unionville has a referral process to utilize emotional support personnel with UES and UCPS.		Limited Development 07/11/2019		
<i>How it will look when fully met:</i>			<p>Students will understand that we all have emotional states and certain situations can trigger emotions.</p> <p>Students will understand how to express themselves though the proper channels</p> <p>Students will know who to talk to when they are in need of help and how to request that help.</p> <p>We have three trained specialist who have been trained.</p>			Michelle Medlin	06/09/2021
Actions					0 of 3 (0%)		
9/25/19	Teachers will guide and model for students how to express themselves in socially appropriate ways.					Michelle Medlin	06/09/2021
<i>Notes:</i>							
9/25/19	Staff will give precise praise to reinforce PBIS expectations and will monitor these students through the MTSS program.					Kimberly Goodman	06/09/2021
<i>Notes:</i>							
9/25/19	Teachers will work with students who need a cool down place, a way to request the counselor or other support personnel.					Michelle Medlin	06/09/2021

Notes:

	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:			<p>Unionville currently provides transitional meetings when students transition into or out of the building. The school will continue to work on grade to grade transitions. Fifth grade students visit the feeder middle school as well ad have visits from the principal and counselor before the transition to middle school.</p> <p>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.</p>	Limited Development 07/11/2019		
How it will look when fully met:			<p>When this is fully implemented Unionville will:</p> <ul style="list-style-type: none"> • Visit pre-k programs in our area to inform parents and students of what a typical day in the life of a kindergartenerlooks like. • Host forward grade parent meetings at the end of the current school year. • Invite the middle school administration to fifth grade graduation. • Implement grade to grade vertical alignment meetings. 		Courtney Luce	06/09/2021
Actions				0 of 3 (0%)		
	9/25/19	Schedule an additional visit to the feeder middle school for all fifth graders and their parents.			Courtney Luce	06/09/2021
<i>Notes:</i>						
	9/25/19	Schedule visits to area Pre-k Programs and provide information about kindergarten,			Courtney Luce	06/09/2021
<i>Notes:</i>						
	9/25/19	Teachers will schedule team time after school to plan for transitions from one grade level to the next. They will share expectations for the next grade level, supplies needed and other important information.			Courtney Luce	06/09/2021
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Unionville currently has MTSS, PBIS and Site Based that meet at least twice per month. Administration conducts a tight meeting schedule where we meet with the interventionalist and instructional coach. We also meet with teachers at least once a week through team meetings. After administration conducts observations and walk throughs, we meet together to review implementation of effective practices.	Full Implementation 07/11/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our schools master schedule reflects evidence of this indicator.	Full Implementation 10/11/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal has established leadership team and various instructional teams throughout the building to monitor academic progress. Weekly meetings are held in order to review meeting minutes and progress for meeting student goals. The administrators conduct informal and formal observations and classroom walk throughs providing prescriptive feedback for teachers..	Full Implementation 09/24/2019		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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 has processes in place for data collection and review of data during team planning time.	Limited Development 10/11/2019		
<i>How it will look when fully met:</i>		When this indicator is fully implemented staff will know how to use our data to plan professional development and make budgetary decisions for our school.		Kimberly Goodman	06/11/2021
Actions			0 of 4 (0%)		
	10/11/19	Staff will review data to determine what staff development is needed for teachers.		Kimberly Goodman	12/05/2020
<i>Notes:</i>					
	10/11/19	Staff will provide input on areas they feel extra support is needed in the classroom using team data		Sherie Rushing	12/05/2020
<i>Notes:</i>					
	10/11/19	Staff will review EOG data and determine an area of focus for the following school year, including professional development offerings.		Courtney Luce	06/11/2021
<i>Notes:</i>					
	10/11/19	Administration and a representative from K-2 and 3-5 will meet to determine if the master schedule with K-2 having later specials was effective and if we need to make further changes.		Michelle Medlin	06/15/2021
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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

<p>Initial Assessment:</p>	<p>Unionville administration is very strategic in keeping high quality teachers in their classrooms. The following steps have been put in place to recruit and retain teachers.</p> <ul style="list-style-type: none"> • Market and sell our school system as a district and showcase all we have to offer nes teachers. • We promote and market our school as a global school as well as a school of academic excellence for all students. • The principal has established partnerships with the local universities in order to recruit new teachers of quality from their elementary education programs. • Principal also teaches at Wingate University in the undergraduate program building relationships with future candidates. • Both administrators host future leaders on campus to answer questions about the teaching profession and give ideas of how they can get involved even before field experiences. • We host many student teachers and believe in "growing our own". 	<p>Full Implementation 09/24/2019</p>		
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Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
	KEY	E1.06	<p>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)</p>	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Unionville School has always been a community school with a lot of parental involvement. Teachers collaborate frequently with parents and other stakeholders.</p> <ul style="list-style-type: none">• We met face-to-face with each family at the beginning of the school year during open house.• Send families materials each week on ways to help their child and curriculum updates.• • Telephone routinely with news on how the children are progressing including a positive contact during the first week of school.	Full Implementation 04/15/2019		
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