

## Comprehensive Progress Report

**Mission:**

We will Engage our students to be Empowered so they can Express themselves.

**Vision:**

Our school will engage in an environment to empower individuals academically, socially, and emotionally so they are equipped to meet challenges and express themselves as productive members of society.

**Goals:**

All students will demonstrate, at minimum, a year's worth of growth for the 2021-2022 school-year as measured by the End-of Grade assessment.



! = 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
<i>Initial Assessment:</i>		All teachers have completed CHAMP's training to support students with clear expectation of classroom behavior, and classroom participation . Teachers new to the building received an introductory training while other teachers have participated with continuing professional training. Due to the different levels of training and teacher skill set, there is inconsistency in full implementation. Teachers will complete a CHAMPS self-assessment to identify areas for growth. Data from the self-assessment will be used to plan and organize the various levels of professional learning that will be provided during monthly break-out sessions.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>		All teachers will use CHAMP's strategies to effectively manage classroom expectations for behavior and participation. Through the school-wide PBIS program, students will be given incentives to acknowledge and reward when expectations have been met. Full implementation will be evidenced by decreased student referrals in Educator Eandbook for major (office referral) and minor (classroom behavior) incidents. In addition, ratings on questions in the Teacher Working Conditions Survey related to student conduct will increase.		Cynthia Croffut	05/27/2022
<b>Actions</b>			<b>2 of 7 (29%)</b>		
10/28/20		Use Restart (Budget Flexibility) to fund a Dean of Students position to assist and support teachers with disciplinary issues.	Complete 07/01/2021	Croffut	07/01/2021
<i>Notes:</i>					
10/28/20		Use Restart (Budget and Employment Requirement Flexibility) to fund additional teaching positions in grades 6, 7, and 8, and PE to reduce class sizes to decrease student disciplinary issues.	Complete 07/01/2021	Croffut	07/01/2021
<i>Notes:</i>					
10/26/20		Organize differentiated CHAMPS breakout sessions to meet the various needs of the staff. Sessions will be offered each month.		Maurer	05/27/2022
<i>Notes:</i>					
10/26/20		Teachers will complete a CHAMPS self-assessment		Gregory Topper	05/27/2022
<i>Notes:</i>					

10/26/20	The PBIS committee will collect and analyze self-assessment data to create a professional development schedule for the year.		Gregory Topper	05/27/2022
<i>Notes:</i>				
10/26/20	Using the CHAMPS rubric, PBIS committee members will visit classrooms bi-weekly to collect data on the implementation of CHAMPS techniques with fidelity.		Gregory Topper	05/27/2022
<i>Notes:</i>				
10/27/20	Teacher representatives and PBIS committee members will organize monthly celebrations to recognize students who have decreased behavior and increased student participation.		Maurer	05/27/2022
<i>Notes:</i>				

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>		East Union Middle School Instructional Teams use NC Standard Course of Study to align units of instruction for each subject and grade level. All grade levels and content teams are meeting as PLCs to discuss and create lesson plans with one another to maintain the pace and rigor of the school's instructional delivery. Content PLCs meet two times per week and grade level PLCs meet one time per week to discuss general information as well as content integration. This is in an effort to align our core instruction from teacher-driven to student-centered.	Limited Development 02/08/2017		
<i>How it will look when fully met:</i>		All PLCs will meet weekly to build collective efficacy among the team. Effective practices of each PLC will be guided by the work that will address the four questions of a PLC: 1)What do we expect students to know or be able to do (curriculum/standards)? 2)What are the best practices we can use to teach our students (instruction)? 3)How will we know if they have learned it (assessment)? 4)What support will we provide when they don't know (intervention/remediation)? 5)What will we do for the kids who do know (extension/enrichment)? All teachers will come prepared to the meeting and equally contribute to the discussion and learning. Teachers will create agendas for each meeting as well as shared lesson plans and input benchmark data. The work of the PLC will assist in creating lessons that are aligned to the rigor of the standards and positively impact the teaching and learning in each classroom and this will be evidenced through classroom, walkthroughs, formal observations, and achievement data.		Alfred Leon	05/27/2022
<b>Actions</b>			<b>0 of 5 (0%)</b>		
11/27/17		The administrative and leadership teams will conduct virtual and face-to-face walkthroughs to collect data on standards alignment.		Blakney	05/27/2022
<i>Notes:</i>					
11/27/17		Each content area will have a vertical meeting once a month tracked by meeting minutes and sign in sheets.		Clay, Kelly, Hall	05/27/2022
<i>Notes:</i>					
8/8/19		Each PLC will meet 2 times per week and submit an agenda and minutes for each meeting.		Croffut, Leon, Leake, Blakney	05/27/2022
<i>Notes:</i>					

10/27/20	All teachers will post purpose statements.		Croffut, Leon, Leake, Blakney	05/27/2022
<i>Notes:</i>				
10/25/21	Teachers will submit lesson plans and include at least 4 instructional components in each lesson.		Croffut, Leon, Leake, Blakney	05/27/2022
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
<i>Initial Assessment:</i>		East Union Middle School has implemented a Tiered system of support for reading and mathematics. Tiered instruction is provided for all students in the form of Tier 1. Tier 1 consists of core academic standards within the student’s regular classroom setting and based on the NC Standard Course of Study. Teachers will use additional strategies to help students in need of extra assistance on grade level curriculum. Students are assessed using school and district timelines to determine present academic level. Teachers and administrators use data to determine additional need for academic support services for those students struggling academically to perform at grade level. Those students not meeting proficiency in ELA and Math core standards, both formally and informally, will be provided additional ELA/Math support through Tier 2 interventions through iReady and small group instruction. The MTSS committee will meet monthly to look at tier I and tier II data and discuss students not meeting classroom, district, or state expectations. Tier 2 provides students with the opportunity for additional targeted academic support in a smaller setting. Targeted support is designed to raise the student’s current academic level in order for the student to return to their normal classroom setting.	Limited Development 02/08/2017		
<i>How it will look when fully met:</i>		Instruction in every classroom will scaffold and support the learning for all students within the core instruction. When the learning is successfully scaffolded to support all learners, there will be a decrease in the number of students being identified as Tier 2 or Tier 3 by state and local assessments.		Alfred Leon	05/27/2022
<b>Actions</b>			<b>0 of 4 (0%)</b>		
11/27/17		Each MTSS member will collect tier I unit assessment data for his/her area of content. The data will be tracked and communicated to the school improvement team.		McClendon, Watkins, Chambers	05/27/2022

<i>Notes:</i>						
10/12/18	Grade level representatives will meet with the MTSS committee to share intervention data.				Alfred Leon	05/27/2022
<i>Notes:</i>						
10/27/20	All teachers will use assessment data to create intervention groups.				PLC member	05/27/2022
<i>Notes:</i>						
10/27/20	Each MTSS member will collect tier II intervention data for his/her area of content.				Alfred Leon	05/27/2022
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			We address students' social and emotional needs in a tiered approach. Teachers implement morning meetings each day as a tier I approach. Counselors, mental health therapist, and the school's social worker support individual and groups of students as a tier II and tier III approach. The student support team meets on a monthly basis to discuss student needs and how to best support students. In addition, the mental health therapist meets with individuals and groups of staff members in an effort to address and support their mental health.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

	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>	East Union Middle School conducts a JumpStart program for our rising 6th graders to allow them to familiarize themselves with school procedures and expectations. Students in 8th grade are provided with college and career ready experiences, as well as applications to specialized high school programs. Each grade level will have a field trip to a chosen college each school year.	Limited Development 11/27/2017				Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>	When fully implemented, Jumpstart, a summer program, will assist rising 6th graders with their transition into middle school. Our 8th grade students will be provided with college and career ready opportunities as well as applications to specialized high school programs. College and career ready opportunities will consist of school level career fairs and local university tours for 8th grade students. All grade levels will be provided a field trip yearly to a college.	<b>Objective Met 10/26/20</b>	<b>Tempest Leake</b>	<b>05/01/2021</b>	<i>Actions</i>				
	10/12/18	One grade level will participate in a yearly field trip to a college.	Complete 06/11/2020	Tempest Leake	<i>Notes:</i>				05/01/2021
	11/27/17	Create summer program for rising 6th grade students.	Complete 05/11/2020	Gregory Topper	<i>Notes:</i>				08/12/2021
<i>Implementation:</i>		10/26/2020			<i>Evidence</i>	10/26/2020			
<i>Experience</i>		10/26/2020			<i>Sustainability</i>	10/26/2020			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Union County Public Schools has an MTSS District Leadership Team made up of the Assistant Superintendent for Instructional Programs and all of the instructional directors; elementary,middle, high, humanities, Exceptional Children, Federal Programs, CTE, instructional technology,accountability, professional development as well as the MTSS Administrator. The team is responsible for organizing and implementing the improvement process and plan for the district and schools. The team meets monthly to actively participate in reviewing, monitoring and providing feedback on the progress being made on the plans.Evidence Name of Team Members, Agendas, Meeting Dates	Limited Development 10/21/2020		
		Priority Score: 1	Opportunity Score: 2	Index Score: 2	
<i>How it will look when fully met:</i>		The team is responsible for organizing and implementing the improvement process and plan for the district and schools.	<b>Objective Met 10/26/20</b>	<b>Cynthia Croffut</b>	<b>10/30/2021</b>
<i>Actions</i>					
	10/21/20	Dr. Croffutt will be assisted by district Title 1/ NC Start Director to ensure accurate implantation of school wide improvement plan	Complete 05/11/2020	Cynthia Croffut	05/28/2020
<i>Notes:</i>					
<i>Implementation:</i>			10/26/2020		
<i>Evidence</i>		10/26/2020			
<i>Experience</i>		10/26/2020			
<i>Sustainability</i>		10/26/2020			

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>		All certified staff members are assigned to a committee that supports the goals and efforts of the school improvement process. Each committee meets one time per month. Committees will meet with the school improvement team to share data and outcomes of the work of their committee. The school improvement team will provide feedback and direction to each committee.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

**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>		All PLCs have a specific day and time to meet. Each PLC meets twice per week and creates an agenda to communicate and guide the work of the team. Each PLC must share an agenda with the admin team as evidence of their work.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		Informal walkthroughs and formal observations are conducted on a regular basis, and feedback is given to enhance teaching and learning.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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 uses needs assessment surveys, teacher observation data, and school performance data to identify the professional learning needs of teachers. Breakout sessions are scheduled one time per month to address the various needs of staff.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		The district received a two-year extension for the EPIC Grant. Components of this grant provides incentives to retain teachers at our school. The climate committee identifies strategies to increase staff morale and create a positive working environment.	Limited Development 10/26/2020		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		East Union will decrease the teacher turnover rate to align with the district turn over rate. Quarterly survey data and the Teacher Working Conditions survey will be used as evidence that the objective has been reached.	<b>Objective Met 06/21/21</b>	<b>Kelly Blakney</b>	<b>05/28/2021</b>
<b>Actions</b>					
	11/23/20	Use Restart (Employment Requirement) to hire teachers outside of license to fill vacant and hard-to-fill positions.	Complete 05/27/2021	Kelly Blakney	05/28/2021
<i>Notes:</i>					
	11/23/20	The climate committee will conduct a staff morale survey each quarter to monitor the morale and climate of the building.	Complete 05/28/2021	Kelly Blakney	05/28/2021
<i>Notes:</i>					
	11/23/20	Members of the climate committee will analyze the survey data and develop strategies to address staff morale and concerns.	Complete 05/27/2021	Kelly Blakney	05/28/2021
<i>Notes:</i>					
<b>Implementation:</b>			06/21/2021		
<i>Evidence</i>		6/21/2021			
<i>Experience</i>		6/21/2021			
<i>Sustainability</i>		6/21/2021			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		Parents receive weekly communication regarding school information and updates. Digital resources and tutorial videos have been shared with parents to help them monitor and support their child's learning. A parent support position was created to assist parents with technical needs. The school hosted a parent workshop to assist with accessing parent resources. Teachers utilize Friday office hours to contact parents. With these efforts in place, there continues to be limited parent participation.	Limited Development 10/26/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					