

## 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:**

2023-2024 4th grade students entered with EOY reading proficiency of 48% from 3rd grade. Our goal by June 2024 is 70% proficiency.

2023-2024 3rd grade BOY iReady shows 9% proficiency in math. By June 2024 70% of 3rd grade students will be proficient in math.

UVES will implement a Social, Emotional, Well-being/ Behaviors tiered system of support through incorporating MTSS Data Decision Rules for the 2023/24 school year.



! = 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>		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		
<i>How it will look when fully met:</i>		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.		<b>Holly Strack</b>	<b>06/03/2025</b>
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	9/24/19	Reviewed "PAWS" expectations, both school and classroom, to all staff.	Complete 06/06/2022	Sharyn VonCannon	06/06/2022
		<i>Notes:</i> Opening Faculty meeting/additional meetings throughout the year.			
	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 06/06/2022	Jessica Conklin	06/06/2022
		<i>Notes:</i>			
	9/24/19	CSPAM teachers will recognize classes that meet expectations during CSPAM times. Teachers will be notified of expectations that have been meet, or behaviors that need to be addressed. The Golden Ticket will be awarded each day to a student who has met expectations that day or has had behavior worthy of being recognized in front of the class.	Complete 06/06/2022	Olivia Skinner	06/06/2022
		<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.	Complete 06/06/2022	Holly Strack	06/11/2022
		<i>Notes:</i>			

10/20/23	Behavior management in the classroom has been fully met. June 2024 Next step is to develop and implement behavior protocols to support teachers and students with behaviors that interrupt instruction.		Starla Williams	06/03/2024
<i>Notes:</i>				
10/20/23	June 2025 Staff will complete professional development supporting our behavior protocol and social/emotional needs.		Sharyn VonCannon	06/03/2025
<i>Notes:</i>				
<b>Implementation:</b>		09/15/2022		
<b>Evidence</b>	10/11/2019 The team has determined through all of the data collected and the review of impact in the building that this objective has been fully implemented. There have been changes and updates based on COVID closings, but it has only improved communication to parents and procedures in place.			
<b>Experience</b>	10/11/2019 Upon implementation of the PBIS system, Unionville worked along with UCPS and the team that supported PBIS. The school based team had monthly meetings to align communication with staff and how rewards and language would be pushed out to parents so that they understood what was expected of students. The school worked and implemented signature cards and staff all worked together to help students set goals and have reward parties for students that met the goals.			
<b>Sustainability</b>	10/11/2019 The school saw success in the PBIS program and it's implementation. The school continues to adopt the PAWS expectations and continues to address those expectations during morning announcements and in the classroom. CSPAM teachers continue to pass out PAWS to classes that meet expectations in their classroom, and teachers continue to reward after a certain number of PAWS have been collected. The school also continues to use Golden Tickets to recognize individual students daily in the classroom setting			

A1.08		ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers answered that this indicator is at limited development or on its way to being implemented at the school.</p> <p>The school addresses this indicator through:</p> <p>data, class teams, mindset bulletin boards, guidance lessons, the Power of Yet conversations and shirts that teachers wear, class celebrations and Orange You Proud celebrations in the classrooms, Golden Ticket and PBIS/positive behavior incentives like the Golden Ticket and Paws from CSPAM teachers for whole group class behaviors.</p>	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>		<p>Class teams, mindset bulletin boards, guidance lessons, the Power of Yet conversations and shirts that teachers wear, class celebrations and Orange You Proud celebrations in the classrooms, Golden Ticket and PBIS/positive behavior incentives like the Golden Ticket and Paws from CSPAM teachers for whole group class behaviors.</p> <p><a href="#">NC Star Documentation</a></p>	Objective Met	Holly Strack	01/31/2023
<b>Actions</b>			<b>1 of 1 (100%)</b>		
10/17/22	The team will monitor this indicator through collection of evidence items to prove implementation by mid year.		Complete 01/18/2023	Holly Strack	01/31/2023
<i>Notes:</i>		Team member will keep the NC Star Documentation folder updated with evidence information.			

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

<b>Initial Assessment:</b>	The school has a team in place for interviewing and selecting highly qualified teachers. We also have a moral committee in place to help with teacher retention. Administrators have a procedure for evaluating teachers and following up with coaching sessions. This is consistent across the building.	Full Implementation 10/19/2023		
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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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
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<b>Initial Assessment:</b>	<ul style="list-style-type: none"> <li>Increase communication with our stakeholders</li> <li>Communicating Spanish and English to support our multilingual families</li> <li>Strengthens communication through webpage, newsletter, social media and connect ed messages.</li> </ul>	Limited Development 10/19/2023		
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<b>How it will look when fully met:</b>	We will use social media interaction, staff newsletters, website views and parent connect eds to measure an increased effort for communication. Families speaking languages other than English will have access to important documents and forms translated into their native language.		Sharyn VonCannon	01/01/2024
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<b>Actions</b>				
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