

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 2025, Union Hill Elementary will increase the school overall performance composite from 45.2% to 49.04% measured by third through fifth grade NC EOG test.
 - By June 2025, Union Hill Elementary will reduce the number of students with chronic absences among its' K-5 students from 40% to 35.5%.
 - By June 2025, Union Hill Elementary will reduce the number of lost instruction days due to OSS from 48 to 43.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 08/04/2016		
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	Objective Met 06/20/23	Camekia Jordan	06/03/2023
Actions						
	9/17/21	The Union Hill leadership team will meet monthly to make school-wide data driven decisions.	Complete 05/31/2022	Therman Flowers	05/01/2022	
<i>Notes:</i>						
	9/17/21	The Union Hill leadership team sub-committees (Parent Engagement, Data Analysis, Vertical Alignment, School Culture/Climate (Sunshine), TAG (Talented and Gifted), and MTSS) will meet monthly to ensure that all prioritized indicators and action steps are being implemented to fidelity.	Complete 05/31/2022	Vanneisha Black	06/01/2022	
<i>Notes:</i>						
	9/8/22	The Union Hill leadership team will meet monthly to make school-wide data driven decisions.	Complete 05/23/2023	Therman Flowers	06/01/2023	
<i>Notes:</i> 2022-2023 Dates September 13, 2022 Oct. 11, 2022 Nov. 29, 2022 Jan. 10, 2023 Feb. 14, 2023 March 14, 2023 April 18, 2023 May 23, 2023 June 12, 2023						

9/8/22	The Union Hill leadership team sub-committees (Parent Engagement, Data Analysis, Vertical Alignment, School Culture/Climate (Sunshine), TAG (Talented and Gifted), and MTSS) will meet monthly to ensure that all prioritized indicators and action steps are being implemented to fidelity	Complete 05/16/2023	Therman Flowers	06/01/2023
<i>Notes:</i> 2022-2023 Dates: September 27, 2022 Nov. 1, 2022 Dec 13, 2022 Jan. 24, 2023 Feb. 28, 2023 March 28, 2023 May 16, 2023				
9/7/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/09/2023	Virginia Stanfield	06/03/2023
<i>Notes:</i>				

	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
Initial Assessment:			The school has a leadership team consisting of the principal, teachers, parents, and other staff members. The team meets once a month to review implementation of effective practices. Each Staff member is a member of a subcommittee that meets weekly. These meetings serve as an extension to the school leadership team. Although two parents are members of the leadership team, they don't regularly attend meetings.	Limited Development 08/04/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			We will have a leadership team consisting of the principal, teachers, parents, and other staff members which meets regularly and includes active participation by parents. Leadership team and subcommittee agendas and minutes will serve as evidence for this objective. Teachers feel empowered and evidence of such will be shown from the Teachers' Working condition survey.		Therman Flowers	06/03/2025
Actions				5 of 9 (56%)		
	9/17/21	Union Hill will formulate an Impact team who will meet to plan out leadership and staff agendas, analyze unforeseen problems with scheduling, and work through data-driven instructional decisions.		Complete 05/31/2022	Therman Flowers	06/01/2022
Notes:						
	9/17/21	During the 2021-2022 school year, Union Hill will become an Opportunity Culture school whereas the admin. team will meet with the MCL to ensure effective coaching practices are being implemented with fidelity.		Complete 05/28/2022	Therman Flowers	06/01/2022
Notes:						
	2/8/21	Administration and School Social Work will continue to recruit additional parents during parent meetings.		Complete 06/01/2021	Melinda Williams	06/03/2022
Notes:						
	10/19/23	Impact team will meet weekly to plan out leadership and staff agendas, analyze unforeseen problems with scheduling, and work through data-driven instructional decisions.		Complete 06/04/2024	Therman Flowers	06/01/2024
Notes: Meeting Minutes are house in TEAMS under the UHE Impact page.						
	10/19/23	Leadership Team will meet monthly review data and problem solve.		Complete 05/15/2024	Therman Flowers	06/01/2024
Notes:						

9/4/24	Leadership Team will meet monthly review data and problem solve.		Vanneisha Black	05/31/2025
<i>Notes:</i>				
9/4/24	Subcommittee teams will meet monthly as a sub group to the leadership team.		Vanneisha Black	05/31/2025
<i>Notes:</i>				
8/31/17	The leadership team will work to recruit two parents who will actively serve on the leadership team.		Therman Flowers	06/03/2025
<i>Notes:</i>	<p>1/16/18--At our annual Title I meeting on 10/24/17, we asked for volunteers to serve on our leadership team. No one volunteered at that time.</p> <p>5/1/2018--We have a parent who has been attending leadership team meetings. She has not been formally elected to serve on the team.</p> <p>09/2021 - We have one parent that has been attending leadership team meetings. No other volunteer at this time.</p>			
9/4/24	Union Hill will formulate an Impact team who will meet to plan out leadership and staff agendas, analyze unforeseen problems with scheduling, and work through data-driven instructional decisions		Therman Flowers	06/10/2025
<i>Notes:</i>				
Implementation:		02/08/2021		
Evidence	2/8/2021			
Experience	2/8/2021 We currently have one consistent parent meeting for Leadership			
Sustainability	06/03/2021			

	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
Initial Assessment:			Teachers meet within their Professional Learning Communities, along with MCL's and admin to ensure planning happens and to determine teacher effectiveness via common assessment, quarterly benchmarks, and other testing measures. The PLCs meet weekly for collaborative planning. Assigned staff duties are found within our school handbook and all staff are also expected to serve on one committee to ensure that our school improvement plan is carried out to fidelity. Leadership team members chair one of the subcommittees and report out monthly to ensure that the progress of each committee is met. Proposals by each committee is shared with the leadership team and a final vote is made to either adhere to the committee's proposal or decline the proposal. An impact team also meets weekly to ensure that final planning structures are in place for all meetings, to address concerns from teachers, and to problem solve regarding any issues that arise within the school.	Limited Development 08/04/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Grade level PLC teams will create standards aligned lessons for all subject areas. We will see increased student achievement in reading, math, and science as measured by NC End-of-Grade tests in third through fifth grades and Istation and other assessments in kindergarten-third grades. Lesson plans, PLC and planning day agendas and meetings, and the master schedule will serve as evidence that this objective is fully met.		Camekia Jordan	06/03/2025
Actions				8 of 11 (73%)		
	9/17/21	For the 2021-2022 school year, we will create a master schedule that allows for weekly extended planning time for teachers on each grade level to collaboratively plan lessons utilizing the GCS Instructional Framework, GCS Units of Study, standards maps, and data from formative assessments.		Complete 05/31/2022	Yolanda Lucas	06/01/2022
<i>Notes:</i>						
	9/17/21	Union Hill's K-5 PLC's will adhere to a lesson/preparation protocol and a data protocol to ensure continuity and alignment with district pacing and state standards		Complete 05/31/2022	Virginia Stanfield	06/01/2022
<i>Notes:</i>						

9/7/17	For the 2020-2021 school year, we will create a master schedule that allows for weekly extended planning time for teachers on each grade level to collaboratively plan lessons utilizing the GCS Instructional Framework, GCS Units of Study, standards maps, and data from formative assessments.	Complete 05/31/2022	Virginia Stanfield	06/03/2022
<i>Notes:</i>				
9/11/18	Using Title I funds, each grade level will be provided with a quarterly planning day to develop lessons for CKLA, ARC, and Eureka.	Complete 06/01/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Thus far two planning days have taken place. Create extended planning periods for each grade level instead.				
11/6/19	During the 2020-21 school year, we will provide quarterly planning days for each grade level to give them time to delve into the standards and plan collaborative lessons that are aligned to the standards and the GCS units. The school's master schedule allows for common planning time daily for each grade level.	Complete 06/01/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Created Extended planning each week for each grade level, instead.				
11/6/19	District Coaches will be utilized throughout the year to support Administration, Coaches and Teachers with Standards and expectations of CKLA Reading and Eureka Math	Complete 05/31/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i>				
9/8/22	Master schedule will include two different times for small group instruction. A Double-Dose: provide small group instruction time with on core grade-level standards. Tiger Time: provide small group instruction for students in the bottom 20 percentile using standard treatment protocols.	Complete 08/29/2022	Virginia Stanfield	08/29/2022
<i>Notes:</i> 2022- 2023: Master schedule create at BOY				
10/19/23	Master schedule will include two different times for small group instruction. A Double-Dose: provide small group instruction time with on core grade-level standards. Tiger Time: provide small group instruction for students in the bottom 20 percentile using standard treatment protocols.	Complete 08/28/2023	Vanneisha Black	08/31/2023
<i>Notes:</i>				
9/4/24	Union Hill's K-5 PLC's will adhere to a lesson/preparation protocol and a data protocol to ensure continuity and alignment with district pacing and state standards		Yolanda Lucas	05/31/2025
<i>Notes:</i>				

9/4/24	Three Multi- Classroom Leaders will facilitate PLCs and coach a team of teachers.		Virginia Stanfield	06/10/2025
<i>Notes:</i>				
9/4/24	Master schedule will include two different times for small group instruction. A Double-Dose: provide small group instruction time with on core grade-level standards. Tiger Time: provide small group instruction for students in the bottom 20 percentile using standard treatment protocols.		Vanneisha Black	02/28/2925
<i>Notes:</i>				
Implementation:		09/27/2019		
Evidence	06/07/2019			
Experience	06/07/2019			
Sustainability	06/07/2019			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
Initial Assessment:			The principal and assistant principal monitor curriculum and classroom instruction by participating in weekly PLC meetings and planning days. The principal and assistant principal also conduct daily walkthrough observations and formal teacher evaluations.	Limited Development 08/04/2016		
How it will look when fully met:			The principal and assistant principal will monitor instruction on a daily basis and will provide differentiated feedback to each teacher that is aligned to the GCS Instructional Framework. Copies of feedback, as well as increased student achievement, will be evidence for this objective.		Shemeka Edmonds	06/03/2025
Actions				5 of 6 (83%)		
9/17/21			The Impact Team will continue to do Instructional rounds and implement a calendar with dates for rounds, feedback and follow up. The team will use a data collection tool that focuses on management, learning environment, and teacher/ students action involving instruction.	Complete 04/29/2022	Therman Flowers	06/01/2022
<i>Notes:</i>						

9/17/21	As a new Opportunity Culture school, the MCL will monitor 8 to 10 teachers throughout the year to assess the quality of instruction being provided and to facilitate on-going coaching and feedback throughout the school year.	Complete 04/29/2022	Virginia Stanfield	06/01/2022
<i>Notes:</i>				
9/17/21	The administrative to team will monitor asynchronous instruction provided on Canvas using the GCS Canvas monitoring tool.	Complete 04/29/2022	Therman Flowers	06/01/2022
<i>Notes:</i>				
8/31/17	The principal and assistant principal will utilize the instructional framework to provide differentiated written feedback to all teachers.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> 1/16/18--The principal and assistant principal conduct daily walkthrough observations and formal teacher evaluations. Teachers receive written feedback from walkthrough observations. The principal and assistant principal will continue to work on basing the feedback on the instructional framework. 2/2021--Admin team continue to conduct daily walkthroughs. Also, Impact team will produce a calendar as well as walkthroughs calendar with feedback and follow up dates.				
2/8/21	The Impact Team will continue to due Instructional rounds and implement a calendar with dates for rounds, feedback and follow up.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
9/4/24	The principal and assistant principal will utilize the instructional framework to provide differentiated written feedback to all teachers.		Therman Flowers	06/10/2025
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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:			Teachers serve on our interview teams to ensure that input is provided about the selection of staff that joins our school family. Teachers on the interview team are active participants in the selection process and given opportunity to share their opinion. Novice staff are immediately provided with supports to ensure success as a teacher.	Limited Development 08/08/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			A continuation of staff serving on the recruiting team is one indication of this objective being fully met. In addition, an series of on-boarding meetings for novice staff, lead by a model teacher who can provide support to our novice staff with disciplinary concerns, planning, managing students and others, along with curriculum understanding. Finally, 100% of staff will report that they are recognized for their accomplishments and that our school is a good place to work and learn as measured by the NC Teacher Working Conditions survey.		Vanneisha Black	06/03/2025
Actions				5 of 6 (83%)		
	9/17/21	The principal will establish interview committees in order to give staff members input in hiring decisions.		Complete 05/31/2022	Therman Flowers	06/01/2022
Notes:						
	9/17/21	The administrative team will meet with Beginning teachers and teachers new to Union Hill throughout the year to ensure they understand school on-boarding protocols that have been established at UHE.		Complete 05/31/2022	Vanneisha Black	06/01/2022
Notes:						
	8/31/17	The principal will establish interview committees in order to give staff members input in hiring decisions.		Complete 05/31/2022	Therman Flowers	06/03/2022
Notes: Interview teams will be formed as needed when we have vacant positions.						
	10/4/22	Teacher- led PD will assist beginning teacher in instruction, small groups, and management.		Complete 10/22/2022	Emily Michaud	06/01/2023
Notes: Dibels Jam session 1: September 28, 2022 Led by T. Stewart Dibels Jam session 2: October 6, 2022 Led by T. Stewart						

10/19/23	The administrative team will meet with Beginning teachers and teachers new to Union Hill throughout the year to ensure they understand school on-boarding protocols that have been established at UHE.	Complete 08/16/2023	Therman Flowers	08/31/2023
<i>Notes:</i>				
9/4/24	The Admin. Team will utilize interview committees in order to give staff members input in hiring decisions.		Therman Flowers	06/10/2025
<i>Notes:</i>				
Implementation:		05/16/2022		
Evidence	5/16/2022			
Experience	5/16/2022			
Sustainability	5/16/2022			

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
Initial Assessment:			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 though 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		
How it will look when fully met:			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	06/03/2025
Actions				11 of 12 (92%)		
	9/17/21	Teacher leaders share effective ways on how they use classroom data to drive their instruction through in house professional development		Complete 05/31/2022	Aiesha Lanier	06/01/2022
Notes:						
	8/31/17	The administration, curriculum facilitator, teachers, and the leadership team will review formative assessment data and observation trends to make decisions about school improvement and professional development needs.		Complete 05/31/2022	Therman Flowers	06/03/2022
Notes: 1/16/18--The administration, curriculum facilitator, and teachers have reviewed formative assessment data, but we have not reviewed observation trends.						
The first quarter benchmarks for the 2018-19 school year has been reviewed.						
	10/7/20	Grade levels/Teachers will create data walls or student data journals to drive instruction and allow student accountability and awareness in growth and achievement.		Complete 04/29/2022	Aiesha Lanier	06/03/2022

<i>Notes:</i>				
10/7/20	Teachers will utilize digital data tracking systems to communicate goals and growth to students based on classroom/district and state assessment data. (Raz Kids, Istation, Zearn, Eureka Math Spreadsheets, Teacher Created Assessments (Excel), District Created Assessments (Performance Matters)	Complete 05/31/2022	Aiesha Lanier	06/03/2022
<i>Notes:</i>				
10/7/20	Teacher leaders share effective ways on how they use classroom data to drive their instruction through in house professional development	Complete 04/29/2022	Aiesha Lanier	06/03/2022
<i>Notes:</i>				
10/7/20	PLC agendas will include identifying areas of teacher strengths in order to create professional development opportunities that target specific standards and boosting student achievement.	Complete 05/31/2022	Aiesha Lanier	06/03/2022
<i>Notes:</i>				
10/7/20	Administration and curriculum facilitators will create a walk-through document that clearly communicates classroom and teacher expectations.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
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> 8/24/22 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 Attendance team (Administration, social worker, counselor, & data manger) will meet monthly to analyze attendance data and to create next steps.	Complete 05/23/2024	Therman Flowers	06/01/2025
<i>Notes:</i> 2022-2023: Attendance team Meet biweekly to problem solve and create action steps. (starting dates; September 13, 2022)				
9/17/21	Th Impact and the leadership team will review formative assessment data and observation trends to make decisions about school improvement and professional development needs.	Complete 05/31/2022	Therman Flowers	06/01/2025

	<i>Notes:</i>			
10/5/22	The leadership team will look at disaggregated Dibels data at BOY, MOY, and EOY.		Yolanda Lucas	06/01/2025
	<i>Notes:</i> 2022- 2023 -Leadership analyzed BOY Dibels data at 10/11/22 meeting. -Leadership analyzed MOY Dibels data at 2/14/23 meeting. -Leadership analyzed EOY Dibels data at 06/12/22 meeting.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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>			The administration and teachers meet to analyze and disaggregate assessment data on a regular basis. Based on formal and informal assessment data, we create intervention plans to address the needs of students who are working below grade level. During guided reading and guided math instruction, teachers deliver evidence-based instruction aligned with the individual needs of students across all tiers.	Limited Development 08/04/2016		
<i>How it will look when fully met:</i>			All students will receive differentiated instruction during core instruction and intervention either during school or after-school. Students who fall within our lowest 20% academically, will be carefully monitored and provided progress monitoring opportunities to intentionally enhance their overall academic performance. Students slightly below grade level will receive small group instruction during our Double dose of instruction. Students well-above grade level will be provided tiered assignments both from the AG teacher and the regular education teacher during core instruction. All students will show at least a year's worth of growth each year.		Virginia Stanfield	06/03/2025
Actions				28 of 34 (82%)		
	12/1/21		We will implement a K-2 & 3-5 problem of the day geared towards higher level thinking skills.	Complete 04/29/2022	Kimberly Milton	02/28/2022
<i>Notes:</i> We announced winners over the PA and students received a prize.						
	12/1/21		Teachers to modify problem set by having higher performing students work backwards from the hardest problem. Grade level chairs lead this discussion with grade levels.	Complete 05/16/2022	Kimberly Milton	06/01/2022
<i>Notes:</i> Many teachers implemented the step. We will continue to push differentiated instruction during independent time.						

12/1/21	School-wide Professional development on the Revised Bloom Taxonomy.	Complete 02/21/2022	Therman Flowers	06/01/2022
<i>Notes:</i> Edconsulting led a school-wide 2-day professional development one the fall and one in the spring. Dr. Maye provided research on the knowledge dimesons, resources, and a reference poster.				
9/17/21	By June 2022, 100% will implement the standard treatment protocol to directly support the lower 20% of all students in the areas of reading and mathematics.	Complete 05/18/2022	Virginia Stanfield	06/01/2022
<i>Notes:</i> Fastbridge training in the fall Implementation of standard treatment protocol by administration FAM-S meeting indicated growth for last year's data.				
9/17/21	By June 2022, all classroom teachers will provide a double-dose of math and/or reading instruction (differentiated literacy groups) to students to provide students with more time and opportunity to master grade level standards.	Complete 05/27/2022	Therman Flowers	06/01/2022
<i>Notes:</i> Master Schedule Teachers are doing Zearn small group lessons for tier 2 supplemental instruction while other students are completing grade level Zearn lessons. During this time, tutors pull small groups of students. Teachers using standard treatment protocol using West VA phonics resources. Students not in small groups utilize Waterford and Amplify Reading. In addition AG, EC, and ELL students are pulled at same time to reduce class size.				
8/31/17	Using Title I funds, we will hire one half-time reading specialists to provide intervention to struggling readers.	Complete 06/03/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Our two half-time reading teachers taught LLI to 55 struggling readers from first-third grades during the first semester. After we complete middle of the year TRC assessments, we will utilize the data to make changes to their groups. Our two half-time reading teachers taught LLI to 52 struggling readers from kindergarten-second grades during the second semester. Two half time reading teachers have been hired and are working with students in grades K-3 to help improve literacy. (2022) One part- time reading teacher was hired and worked with students in grades K-4 to help improve literacy.				

9/18/17	EC teachers will collaborate with regular education teachers to ensure students are working toward grade level standards while working on IEP goals.	Complete 05/31/2022	Vanneisha Black	06/03/2022
<p><i>Notes:</i> 2/11/20EC teachers collaborate with regular education teachers on a weekly basis to ensure students are working toward grade level standards while they are working on IEP goals.</p> <p>We will continue this action during the 2019-2020 school year.</p> <p>Thus far this year (2019-20) EC teaches have been given 1 planning day.</p>				
9/18/17	English language (EL) teachers will collaborate with regular education teachers to ensure students are working toward grade level standards while working on language goals.	Complete 05/31/2022	Tessa Pendley	06/03/2022
<p><i>Notes:</i> 1/16/18--Our EL teachers collaborate with regular education teachers on a weekly basis to ensure their students are working on grade level standards, as well as language goals.</p> <p>5/1/2018--We will continue this action during the 2018-2019 school year.</p> <p>Thus far this school year (2018-19) EL teachers have participated in 1 planning day.</p> <p>2021- ELL teachers align lessons to core instruction as well as joining in PLCs.</p>				
11/6/19	The administration, MCL, and school psychologist will ensure professional development and coaching for all staff members on assessments and data sources used to inform decisions relative to job roles and responsibilities during extended planning (PLCs)	Complete 04/29/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
10/7/20	We will analyze Kindergarten - Third grade Dibels data to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 05/31/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i> During PLCs, the reading CF led Dibels data conversations and next steps.				

10/7/20	We will analyze third-fifth grade district benchmark assessment data (District stanine reports) for reading, math and science to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 04/29/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i> During PLCs, reading CF led benchmark dat conversations and next steps.				
10/7/20	With support from the curriculum facilitators, teachers will collaboratively plan weekly formative assessments for reading math, and science. Data from the formative assessments will be reviewed weekly during PLCs. The data will be used to plan instruction, remediation and enrichment.	Complete 04/30/2022	Virginia Stanfield	06/03/2022
<i>Notes:</i>				
10/7/20	During PLCs teachers K-5 and coaches will identify groups of students who need interventions and remediation and follow up using the MTSS protocols	Complete 05/31/2022	Virginia Stanfield	06/03/2022
<i>Notes:</i>				
10/7/20	Title I funds will be used for the following during the 2021-2022 school year: .5 Social Worker, .5 Reading Specialists, 1 Teacher Assistant, .5 Math MCL and supplies and materials.	Complete 04/29/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
10/7/22	Create Master schedule that provides time for small group instruction for Marginal students 5 days a week (Double Dose).	Complete 08/29/2022	Virginia Stanfield	08/29/2022
<i>Notes:</i> 2022-2023: Master schedule created				
10/5/22	Using Title 1 Funds, Union Hill will hire a student support TA to help support students will behavior and social / emotional challenges.	Complete 08/29/2022	Vanneisha Black	08/29/2022
<i>Notes:</i> 2022-2023 Behavior specialist hired at BOY				
10/5/22	Union Hill will hire tutors to help support core and supplemental instruction.	Complete 10/03/2022	Virginia Stanfield	12/01/2022
<i>Notes:</i> Currently, we have 8 daytime tutors funded through GCS tutoring department. (10.25.22)				
10/25/22	Union Hill will host a Muffins for Mom and Donuts for Dads events.	Complete 02/28/2023	Lillie Harris	02/28/2023
<i>Notes:</i> Muffins for Mom: 2/16/23 Donuts for Dad: 2/22/23				
10/25/22	3- 5 Data Team will provide professional development on K-5 progression on standards that students exhibit common misconception.	Complete 03/21/2023	Aiesha Lanier	02/28/2023
<i>Notes:</i> 2023: Lead a PD during the February staff meeting.				

10/7/22	Each quarter, extended learning afterschool opportunities for marginal students in grade 3rd, 4th, and 5th.	Complete 05/11/2023	Vanneisha Black	06/01/2023
<i>Notes:</i> 2022-2023 (Wednesdays & Thursdays) First Quarter tutoring: November 2- November17th. Second Quarter: Jan 11- Jan 26 Third Quarter: March 15- March 30 Fourth Quarter: April 26-May 11				
10/25/22	Title I funds will be used for: .5 Social Worker, 1 Teacher Assistant, 1 Math MCL, parent supplies, and parent postage.	Complete 05/31/2023	Therman Flowers	06/01/2023
<i>Notes:</i>				
10/5/22	After school tutoring will occur the last 3 weeks of each quarter every Wednesday and Thursday.	Complete 05/11/2023	Yolanda Lucas	06/01/2023
<i>Notes:</i> 2022-2023 (Wednesdays & Thursdays) First Quarter tutoring: November 2- November17th. Second Quarter: Jan 11- Jan 26 Third Quarter: March 15- March 30 Fourth Quarter: April 26-May 11				
10/7/22	Create Master schedule that provides time for small group instruction for the bottom 20th percentile (Tiger Time) 5 days a week.	Complete 08/29/2022	Yolanda Lucas	08/29/2023
<i>Notes:</i>				
10/19/23	Create Master schedule that provides time for small group instruction for Marginal students 5 days a week (Double Dose).	Complete 08/01/2023	Vanneisha Black	08/31/2023
<i>Notes:</i>				
10/19/23	Create Master schedule that provides time for small group instruction for the bottom 20th percentile (Tiger Time) 5 days a week.	Complete 08/01/2023	Vanneisha Black	08/31/2023
<i>Notes:</i>				
10/19/23	Union Hill will hire tutors to help support core and supplemental instruction.	Complete 10/31/2023	Virginia Stanfield	10/31/2023
<i>Notes:</i>				
11/14/23	Grades 3-5 will implement data notebook to hold students accountable for their growth.	Complete 03/01/2024	Jamie Jones	02/28/2024
<i>Notes:</i>				
11/14/23	Grades k-2 will create competitive grade level data walls to encourage growth.	Complete 03/01/2024	Jamie Jones	02/28/2024
<i>Notes:</i>				

10/30/23	Using Title 1 funds we will hire 1Math MCL3, 1 Reading MCL1, a and Science instructional coach. They will provide explicit coaching to teachers in their respective areas.		Therman Flowers	12/01/2024
<i>Notes:</i> 23-24: 1Math MCL3, 1 Reading MCL1, a and Science instructional coach. 24-24: 1Math MCL3, 2 Reading MCL1,				
9/4/24	Create and implement a Union Hill MTSS implementation Guide to help teacher better understand and access resources at all tiers of MTSS.		Vanneisha Black	04/30/2025
<i>Notes:</i> 24-25: 8/19/24 First professional development provide covered what is MTSS and what does it look like at Union Hill. 9/10/24: PD on supplemental resources for behavior and SEL				
10/19/23	After school tutoring will occur the last 3 weeks of each quarter every Tuesday and Thursday.		Yolanda Lucas	05/31/2025
<i>Notes:</i> 23-24: We will use Title 1 funds to support this action step.				
10/30/23	Using Title 1 funds, we will purchase headphones and other supply/material to help support student learning.		Vanneisha Black	06/03/2025
<i>Notes:</i>				
10/30/23	Using Title 1 funds we will purchase classroom projectors to support teaching and learning.		Vanneisha Black	06/03/2025
<i>Notes:</i> 23-24: Purchased 3 Projectors 24-25				
9/4/24	Staff will participate in a book study of the book: Culturally Responsive Teaching and the Brain by Z. Hammond.		Ethel Daniel	06/10/2025
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation				
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction				
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date	
Initial Assessment:			ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.	Limited Development 10/23/2019			
			Priority Score: 1	Opportunity Score: 2	Index Score: 2		
How it will look when fully met:			Each teacher will facilitate a variety of strategies to meet the diverse population of students within each class. A double-dose of instruction will allow scholars who have not mastered key concepts to receive additional opportunity within small groups to learn a different strategy to help ensure mastery. The classroom teacher would work with the lowest achieving of students (20%) to provide direct support through the standard treatment protocol. Scholars will not be pulled during core instruction, as high quality instruction, via Eureka or CKLA integrated with science and social studies concepts. will be the mode of instruction within all classrooms.	Objective Met 05/16/22	Virginia Stanfield	06/01/2022	
Actions							
	9/16/21	By June 2022, 90% of classroom teachers at Union Hill Elementary will implement Zearn to supplement core instruction in the area of mathematics.		Complete 04/29/2022	Virginia Stanfield	06/01/2022	
Notes:							
	9/16/21	By June 2022, 100% of UHE classroom teachers will utilize CKLA and/or Eureka curriculum to teach teacher directed/whole class instruction.		Complete 04/29/2022	Yolanda Lucas	06/01/2022	
Notes:							
	11/6/19	Each teacher will have a variety of instructional methods such as direct instruction with whole group, independent work and differentiated instruction, which will be monitored through student achievement data.		Complete 04/29/2022	Vanneisha Black	06/03/2022	
Notes:							

11/6/19			Each teacher will access current practice, create plans, implement changes recommended by administration or coaches, monitor progress and make adjustments in course.	Complete 04/29/2022	Vanneisha Black	06/03/2022
Notes:						
Implementation:				05/16/2022		
Evidence			5/16/2022			
Experience			5/16/2022			
Sustainability			5/16/2022			
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:			We have school wide expectations in place. Each teacher has developed his/her own classroom management system. All Teachers teach our school-wide and classroom expectations at the beginning of the year, but we continue to have a high number of discipline referrals. Our school improvement goal is reduce the number of lost instruction days due to OSS form 34 to 28.	Limited Development 08/30/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			When this objective is fully met, teachers will create safe and orderly learning environments that engages students to focus on their assigned task, show respect for their peers, the staff and agreed upon school rules.		Marsha Jump	06/03/2025
Actions				15 of 22 (68%)		
8/30/17			In order to reduce failure in Reading in grades third, fourth and fifth, we will use Title I funds to pay for an Reading Intervention teacher.	Complete 06/03/2022	Therman Flowers	06/03/2021
Notes:						
8/31/17			Our counselor and social worker will continue to provide intake sessions for students as they return to school after an out of school suspension.	Complete 06/03/2022	Vanneisha Black	06/03/2021

Notes: 1/16/18--So far this school year, we have had 17 out of school suspensions. Our counselor and/or social worker have met with each student when he/she returned to school to develop a plan to prevent future behavior problems.
6/13/18 - During the 2017-2018 school year we had 54 OSS. Our counselor and/or social worker have met with each student when he/she returned to school to develop a plan to prevent future behavior problems.

9/11/18 Using Title I funds, teachers will tutor students after school to develop relationships and to help improve student academic achievement.

Complete 06/03/2022

Virginia Stanfield

06/03/2021

Notes:

10/8/20 We will continue that all teachers reinforce school-wide expectations for students pertaining to Covid-19 protocols related to handwashing, social distancing, wearing a face covering and bathroom usage

Complete 06/03/2022

Vanneisha Black

06/03/2021

Notes:

10/8/20 We will create a check-in/check out system to address students who display excessive behavioral outburst. Review discipline data

Complete 06/03/2022

C. Knight

06/03/2021

Notes:

9/16/21 By June 2022, 95% of all staff members would receive restorative practice training as a strategy to reduce out of school suspension.

Complete 04/28/2022

Vanneisha Black

06/01/2022

Notes:

10/4/17 We will provide ongoing professional development for staff members to positively impact adult interactions with students.

Complete 06/03/2022

Vanneisha Black

06/01/2022

Notes: 1/16/2018--All classroom teachers will participate in Restorative Practices professional development. Five staff members will be trained each month from December through May. So far, eight classroom teachers, our assistant principal, and our social worker have been trained.

5/1/2018--So far, 20 staff members have participated in Restorative Practices professional development. Nine more staff members will attend training in May.

6/13/18 - 29 staff members were trained in Restorative Practices. Additional training will be provided on appropriate adult interactions during 2018-2019 school year.

8/14/18-Conflict Management Training was provided to staff by John Williams.

During the 2017-2018 School year all staff was trained on the Restorative Practices Model.

8/15/18 All staff received training on deescalation

Thus far this year 3 sessions have been held on The Growth Mind Set.

8/30/17 In addition to teaching schoolwide and classroom expectations and behaviors during the first week of school, teachers will review them at the beginning of each quarter and after any extended breaks.

Complete 06/03/2022

Vanneisha Black

06/03/2022

Notes: 1/16/18--Teachers taught schoolwide and classroom expectations at the beginning of the year. We reviewed the expectations at the beginning of second quarter and after winter break.

5/1/18--Teachers reviewed schoolwide and classroom expectations at the beginning of the third quarter and after spring break.

8/30/17 The administration and school leadership team will analyze discipline referral data and out of school suspension data quarterly. This data will be shared with staff.

Complete 09/19/2021

Vanneisha Black

06/03/2022

Notes: 1/16/18--We have shared discipline data with the Leadership Team monthly. We shared discipline data with the staff at the end of the first quarter on November 28, 2017. At the end of the first quarter, we had 46 discipline referrals with seven referrals resulting in OSS and thirteen resulting in ISS. In the same time period during the 2016-17 school year, we had 33 discipline referrals with fourteen referrals resulting in OSS and eight resulting in ISS.

6/13/18 - We have shared discipline data with staff quarterly OSS - 54 (decrease of 8 from previous year), 55 ISS (decrease of 24 from previous year), decreased total instructional days lost to OSS and ISS by 59.5 days.

9/8/22	In addition to teaching schoolwide and classroom expectations and behaviors during the first week of school, teachers will review them at the beginning of each quarter and after any extended breaks.	Complete 05/23/2023	Vanneisha Black	05/15/2023
<i>Notes:</i> 8/31/22 Behavior expectation assembly with each grade level led by Administration. 01/05/23 Behavior expectation assembly with each grade level led by Administration.				
9/8/22	Teachers teach Union Hill core values to classroom the first week of school and review each quarter to reinforce Union Hill expectations.	Complete 05/23/2023	Kimberly Milton	06/01/2023
<i>Notes:</i> 2023- Per the master school calendar, core values were explicitly taught. School leadership team created mini lessons. Unity- 8/29, Hard work & Excellence- 8/30, Equity- 8/31, Integrity- 9/1				
9/8/22	By June 2023, classroom teacher will facilitate restorative practices daily as a strategy to reduce out of school suspension.	Complete 05/23/2023	Vanneisha Black	06/01/2023
<i>Notes:</i> 2023- all classroom teachers facilitate restorative circles in each morning. It is embedded in the master schedule.				
10/19/23	Beginning Teachers will implement STAR as a behavior management system. MCLs will lead professional development.	Complete 11/16/2023	Virginia Stanfield	11/30/2023
<i>Notes:</i>				
10/19/23	The teachers will begin the day with a restorative circle/ morning meeting to build relationship to reduce office referrals.	Complete 06/07/2024	Therman Flowers	06/01/2024
<i>Notes:</i>				
11/14/23	Using Title 1 funds, Union Hill will purchase and install a sensory pathway. This will as serve as an intervention for students with diverse sensory needs.	Complete 06/20/2024	Cassandra Hudson-Sutton	06/20/2024
<i>Notes:</i> Material have been purchased. GCS PE department will install (3/1/24).				

9/4/24	Classroom teacher create and distribute behavior expectations parent - teacher contract.		Zandra Donnell	11/30/2024
<i>Notes:</i>				
9/4/24	Student Support Team will create a custom behavior SEL Standard Treatment Protocol accessible to staff via our Union Hill Teams page.		Virginia Stanfield	12/30/2024
<i>Notes:</i>				
9/4/24	Using Title 1 funds, Behavior Support Teacher assistant will help support student behaviors.		Cassandra Hudson-Sutton	12/30/2024
<i>Notes:</i>				
9/4/24	Social psychologist will provide ongoing professional development in the area of SEL and behavior for tier 1, tier 2, and tier 3.		Dr. Davis	05/31/2025
<i>Notes:</i>				
10/19/23	In addition to teaching schoolwide and classroom expectations and behaviors during the first week of school, teachers will review them at the beginning of each quarter and after any extended breaks.		Vanneisha Black	06/01/2025
<i>Notes:</i>				
9/8/22	The administration and school leadership team will analyze discipline referral data and out of school suspension data quarterly. This data will be shared with staff.		Vanneisha Black	06/01/2025
<i>Notes:</i>				
9/4/24	Student Support Team will meet weekly to support students and provide resources to student in the are of SEL and behavior.		Yolanda Lucas	06/10/2025
<i>Notes:</i>				
Implementation:		06/08/2021		
Evidence	6/8/2021			
Experience	6/8/2021			
Sustainability	6/8/2021			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			During the 2020-21 school year, grade levels will meet for a half day each quarter to plan for upcoming units of study. During these planning days, teachers will use Canvas, ARC, CKLA and Eureka curriculums to develop collaborative standards-aligned lessons for English Language Arts, math, and science. Teachers also meet weekly to plan and adjust lessons based on assessment data.	Limited Development 08/04/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Teachers will implement the North Carolina Standards in the areas of math and reading (via the CKLA curriculum, UFLI, Sound Wall, Morpheme Magic, & the science of reading and Eureka2 curriculum) while planning differentiated lessons and units that ensures the growth of all students at Union Hill Elementary School. MCL coaches will support staff as needed to ensure that all teachers clearly understand how to effectively teach the standards, the curriculum, and how the instructional strategies needed for a diverse group of scholars within our school.		Yolanda Lucas	06/03/2025
Actions				22 of 23 (96%)		
	8/30/17		With support from the curriculum facilitator, teachers will collaboratively plan weekly formative assessments for reading, math, and science. Data from the formative assessments will be reviewed weekly during PLCs. The data will be used to plan instruction, remediation, and enrichment.	Complete 05/20/2022	Therman Flowers	06/03/2018
			<i>Notes:</i> With the support of the reading and math coaches, grade levels will plan daily and weekly formative assessments for reading and math at all grade levels and for fifth grade science. At the end of the first quarter, we compared formative assessment data with benchmark data for fourth and fifth grades. Teachers are currently working on compiling formative assessment data for the second quarter to compare to benchmark data.			
	8/31/17		For the 2020-2021 school year, we will use Title I money to pay for substitutes to provide grade level teachers with two half-days of planning each quarter. Teachers will use this time to delve more deeply into the standards in order to plan rigorous lessons with quality tasks.	Complete 05/20/2022	Virginia Stanfield	06/03/2019

Notes: 8/16/19--Each grade level has had 3 planning days so far this school year. Teachers will use this time to delve more deeply into the standards, to map out upcoming units, and to plan formative assessments.

5/1/2020--Each grade level will received 4 half-day planning days this year. Teachers used this time to delve more deeply into the standards, to map out upcoming units, and to plan formative assessments.

21-22: Teachers had extending planning once a week to collaborate, plan, and analyze data in lieu of the half day planning days.

8/8/16 We will utilize the Accelerated Reader program to encourage and motivate students to read. Accelerated Reader data and increased assessments and reading EOG scores will be our evidence that this objective is fully met.

Complete 05/20/2022

Keyunda Miller

06/03/2019

Notes: We have purchased the Accelerated Reader program. Students in grades 2nd through 5th have set goals in order to participate in the end of the year incentives.

This was not purchased for the 2021-2022 School year. Amplified Reading, Epic, and Waterford were used in lieu of AR materials.

8/8/16 We will purchase computer software programs to support literacy, math, and science instruction in kindergarten through fifth grades. Assessment and usage data, as well as increased EOG scores will be the evidence that this objective has been met.

Complete 05/20/2022

Virginia Stanfield

06/03/2022

Notes: We have purchased MobyMax, an online program that targets reading, writing, math, science, social studies, and test taking skills. As of 10/10/16, all teachers have been trained and students are in the process of taking placement tests in order to begin using the program. As of 8/2019, we have renewed subscriptions to IXL Math, AR, Brain Pop, and Brain Pop, Jr.

6/13/17--We reviewed the effectiveness (based on teacher feedback) of the computer software programs we utilized during the 2016-17 school year. Our overall EOG proficiency scores remained the same (40% proficient) from the 2015-16 school year to the 2016-17 school year. At the beginning of the 2017-18 school year, the leadership team will determine which computer software programs we should purchase (based on usage data and feedback from teachers about the effectiveness of each program).

5/1/2018--During the 2017-2018 school year, we purchased RAZZ Kids, Accelerated Reader, Brain Pop, and IXL.

21-22: We utilized Zearn, Amplified Reading, Waterford that were county purchased, prioritized and high recommended.

10/4/17	Our fifth grade science teacher will attend district professional development.	Complete 05/20/2022	Aiesha Lanier	06/03/2022
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Notes: Our fifth grade science teacher attended three hours of training during the first semester.
Our fifth grade science teacher attended three hours of training during the second semester.

9/11/18	Using Title I funds, we will purchase supplies and materials to support students with Eureka math and CKLA.	Complete 05/31/2022	Virginia Stanfield	06/03/2022
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Notes:

10/23/19	Teachers will plan weekly and quarterly to implement CKLA and Eureka	Complete 05/31/2022	Aiesha Lanier	06/03/2022
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Notes:

10/23/19	Title Funds will be used for the following during the 2020-2021 school year: .5 Social Worker 1.5 Reading Specialists 1 Teacher Assistant .5 Math Coach Planning Days Math and Reading Supplies and Materials	Complete 05/31/2022	Therman Flowers	06/03/2022
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<i>Notes:</i>				
10/25/16	We will analyze kindergarten-third grade data to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Each grade level will discuss their data and develop individual needs of students. Teachers will analyze data and developed intervention groups during PLCs. Teachers will discuss the progress of their differentiated literacy groups during PLCs.				
10/25/16	We will analyze district reading benchmark assessment data to determine the effectiveness of CKLA instruction in third, fourth and fifth grades.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Third, Fourth and fifth grade teachers will analyzed district assessment data. Teachers will identify standards that need additional instruction and developed plans for addressing these standards with the whole class, small groups, and individual students.				
10/25/16	We will analyze kindergarten-third grade data to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Each grade level will discuss their data and developed differentiated literacy groups to meet individual needs of students. At this time, we also selected students who will receive additional reading interventions with our reading teachers.				
10/25/16	We will analyze district reading benchmark assessment data to determine the effectiveness of CKLA instruction in fourth and fifth grades.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Fourth and fifth grade teachers will analyze district assessment data. Teachers identified standards that need additional instruction and developed plans for addressing these standards with the whole class, small groups, and individual students.				
10/25/16	We will analyze district reading benchmark assessment data to determine the effectiveness of CKLA instruction in third, fourth and fifth grades.	Complete 05/31/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i> The third, fourth, and fifth grade teachers will analyze district comprehensive assessment data on. Teachers will identify standards that need additional instruction and developed plans for addressing these standards with the whole class, small groups, and individual students.				

8/8/16	For third-fifth grades, we will utilize CKLA resources for whole group instruction. We will utilize the STP for students who are working below grade level in order to close the achievement gap between students with disabilities and all students.	Complete 05/20/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i> Third, Fourth and fifth grade English Language Arts teachers have begun implementation of the balanced literacy program. We will have District ARC Representative coaching visits throughout the school year.				
8/30/17	We will utilize Title I money to provide one additional coaching days to support the implementation of CKLA, and Eureka.	Complete 05/20/2022	Therman Flowers	06/03/2022
<i>Notes:</i> 1/16/18--We have nine ARC coaching visits scheduled for the 2017-18 school year. The district provided four days, and we utilized Title I money to purchase five additional days. Our coach came of 11/1/17, 11/30/17, 12/12/17, and 1/9/18. The remaining coaching days will be on 2/2/18, 2/14/18, 3/6/18, 3/20/18, and 4/17/18. 5/1/2018--Our final ARC coaching day was moved from 4/17/2018 to 5/2/2018. 21-22: No additional days was need as a result of MCL position was acquired.				
8/30/17	We will analyze kindergarten-third grade data to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 05/31/2022	Yolanda	06/03/2022
<i>Notes:</i> Kindergarten through third grade teachers met with our assistant principal, curriculum facilitator, and reading teachers during PLCs to review data. During these meetings, we selected targeted students to be served by our reading teachers. 2022- we used BOY, MOY, EOY data to inform instruction.				
8/30/17	We will analyze third-fifth grade district benchmark assessment data for reading, math, and science to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.	Complete 04/29/2022	Virginia Stanfield	06/03/2022
<i>Notes:</i> Benchmark data was reviewed during PLCs.				

8/30/17	Using Title I money, we will pay for half of the math coach's and MCL salary in order to make the position full-time.	Complete 04/29/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
10/5/22	Using Title 1 Funds, Union Hill will hire a Math MCL to coach teachers in math.	Complete 05/23/2023	Therman Flowers	06/01/2023
<i>Notes:</i> 2023-2023: Math MCL hired, Position paid out of title 1 funds.				
8/8/16	For kindergarten through second grades, we will continue using the Science of reading for differentiated literacy groups. Also, CKLA assessments will be analyzed.	Complete 05/20/2022	Yolanda Lucas	06/03/2023
<i>Notes:</i> 6/13/19 - 70% of K-3 students were proficient on TRC. We will continue to use CKLA and ARC for Reading Instruction in 2019-2020 school year. Our end of year TRC scores show an increase in proficiency from 56% proficient in 2015-16 to 66% proficient for the 2016-17 school year. Even though we exceeded our goal of increasing proficiency by 5 percentage points, we will continue this task during the 2017-18 school year. K-3 Teachers analyzed TRC data and grouped students for guided reading during PLCs on 9/30/17. 5/1/2018--Kindergarten-second grade teachers met to analyze TRC data and group students for guided reading on 10/3/2017 and 2/14/2018. 2021- Good start, continue making progress				
10/19/23	We will utilize the Accelerated Reader program to encourage and motivate students to read. Accelerated Reader data and increased assessments and reading EOG scores will be our evidence that this objective is fully met.	Complete 06/03/2024	Yolanda Lucas	06/01/2024
<i>Notes:</i> Gave AR awards at the 6/4/24 second , third, and fourth grades Gave AR awards a the fifth grade promotion ceremony 6/6/24				
10/19/23	Using Title 1 Funds, Union Hill will hire a Math MCL to coach teachers in math and a 2 Reading MCLs to coach teachers in reading.	Complete 08/26/2024	Therman Flowers	08/30/2024

Notes: 23-24: Union Hill will hire a Math MCL to coach teachers in math and a Reading MCL to coach teachers in reading.

24-25; Union Hill will hire a Math MCL to coach teachers in math and 2 Reading MCLs to coach teachers in reading.

10/19/23 We will analyze kindergarten-third grade data to determine areas of strength and areas of need. Teachers will adjust instruction and develop intervention and/or enrichment plans based on the data review.

Yolanda Lucas

05/31/2025

Notes:

Implementation:

10/23/2019

Evidence

10/23/2019

Experience

10/23/2019

Sustainability

10/23/2019

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3C: Remove barriers and provide opportunities

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:

We have transition plans in place for students who are transitioning from pre-k to kindergarten and for students who are transitioning from fifth grade to middle school. Information about exceptional scholars who need modifications, accommodations, or behavioral interventions are being shared via conversations between our EC staff and our regular ed teaching staff.

Limited Development
08/31/2017

How it will look when fully met:

Based on Vertical alignment conversations, varied data conversations about how scholars have achieved/mastered from the previous school year, teachers will have a clear understanding of how to support students as they transition from grade to grade. Minutes and agendas from vertical alignment meetings will be found on our subcommittee teams' page.

**Objective Met
06/20/23**

Therman Flowers

06/03/2025

Actions

8/31/17

We will provide opportunities for vertical alignment discussions in the areas of reading, math, and science in order to ensure that we are preparing students for the expectations of the next grade/level.

Complete 04/29/2022

Jamilliah Halley

06/01/2022

<i>Notes:</i>				
9/27/19	Coaches will support teachers across grade level and have conversations about the standards and how they build each year.	Complete 05/31/2022	Yolanda Lucas	06/03/2022
<i>Notes:</i>				
9/10/20	Counselor will provide schedule meetings with 5th grade students.	Complete 04/29/2022	Carolina Knight	06/03/2022
<i>Notes:</i>				
10/7/20	All K-5 teachers will develop a cart/box that has activities of skills taught within their grade level that can be sent to the next grade level team to use with students who need extra practice from the previous year.	Complete 06/01/2022	Shelley Johnson	06/03/2022
<i>Notes:</i> Complete under pervious administration.				
10/7/20	We will facilitate a virtual curriculum night that will highlight core areas (reading, math, science) within each grade level and inform parents about how they might support their scholars at home in those areas.	Complete 10/21/2021	Shelley Johnson	06/03/2022
<i>Notes:</i> 10.21.22 virtual curriculum for families				
10/25/22	K-2 data team will create a common language across grade to be used phonic instruction.	Complete 02/07/2023	Jamilliah Halley	02/28/2023
<i>Notes:</i> 2022- 2023: Led a PLC with all K-2 teachers. 2/17/23				
10/25/22	3-5 Data Team will create a K-5 resource bank for small group instructional materials.	Complete 02/21/2023	Aiesha Lanier	02/28/2023
<i>Notes:</i> 2023-2023: Tool was shared at the February Staff meeting. Tool is located on the UH Staff Teams page.				
10/7/20	We will implement stepping up event to ensure smooth transitions from Pre K to Kindergarten, from 2nd to 3rd grade and from 5h grade to middle school.	Complete 05/26/2023	Virginia Stanfield	06/03/2023
<i>Notes:</i> 2022- Jamestown middle lead a informative meeting for parents of rising 6th graders. Prek students transitioned into the cafeteria. 2022-2023Jamestown middle lead a informative meeting for parents of rising 6th graders. Prek students transitioned into the cafeteria and speacials.				
10/7/20	We will develop vertical team meetings to analyze students' strengths' and weaknesses at BOY and EOY to support student transitions from grade to grade.	Complete 05/23/2023	Virginia Stanfield	06/03/2023
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning		
		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To
Initial Assessment:			All teachers have a classroom management plan in place. We developed and implemented school-wide expectations for common areas. Teachers are required to teach these expectations at the beginning of the school year and revisit the expectations after winter break. A discipline referral process has been established.	Limited Development 08/04/2016	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			By 2021, Union Hill Elementary School will decrease out of school suspensions by 10 percent from 33 to 30 as measured by school discipline data. In order to accomplish this goal, all teachers will create a classroom management plan for their classrooms. We will continue to follow school-wide behavior expectations for common areas. We will continue to implement the established discipline referral process. Evidence that this objective is fully met will be a decrease in the number of out of school suspensions as shown educators handbook.	Objective Met 09/27/19	Shemeka Edmonds 06/03/2023
Actions					
	10/25/16	We will analyze out of school suspension data at the end of each quarter. We will share this information with the entire staff.		Complete 06/01/2022	Melinda Williams 06/03/2022
Notes:					
	8/8/16	We will provide professional development on effective strategies for teaching positive relationships and decision-making skills for students. The professional development agenda will serve as evidence that this objective is fully met. Feedback will be provided to teachers about strengths and opportunities for growth with this target. Feedback from parents will be considered in the evaluation of this target.		Complete 06/01/2022	Therman Flowers 06/03/2022

Notes: 6/13/17--At the opening of school staff meeting, we reviewed schoolwide behavior expectations. Teachers taught these expectations to students during the first week of school and reviewed them after the winter break and other extended breaks from school. At the opening of school staff meeting, staff members were provided with steps to handling students who misbehave and when to call the office for support. These steps were reviewed periodically through the year. We will continue this task during the 2017-18 school year.

1/16/18--Thirty staff members will be trained in Restorative Practices. Five staff members will be trained each month from December, 2017-May, 2018. So far, eight classroom teachers, our assistant principal, and our social worker have been trained.

5/1/2018--Twenty staff members have been trained in Restorative Practices. Another 9 staff members will be trained in May, 2018.

Thus far this year (2018-19) 3 Growth Mind Sessions have been conducted this school year.

8/8/16 The administration will investigate and implement alternatives to out of school suspension. Discipline referral data will serve as evidence that this objective is fully met.

Complete 06/01/2022

Melinda Williams

06/03/2022

Notes: The administrative team implemented alternatives to out of school suspension. For the 2019-20 school year, we had 179 discipline referrals with 33 resulting in out of school suspensions for the 2018-2019 school year.

8/8/16 We will work to implement mentoring groups to help students develop positive character traits. Lists of students and staff members who are involved in the mentoring groups will serve as evidence that this objective is fully met.

Complete 06/01/2022

Melinda Williams

06/03/2022

Notes: As of 2/17/17, we have created several mentoring groups for students. Our custodian has created an Extraordinary Fellows group of fifth grade boys which meets twice a week. Our Communities in Schools coordinator has started an afterschool sewing club for girls. Our counselor meets with groups of students and individual students to work on anger management strategies.

6/13/17--We will continue this task during the 2017-18 school year.

8/8/16	We will provide students with African American role models to promote positive character traits. The evidence that this objective has been fully met will be a decline in out of school suspensions.	Complete 06/01/2022	Melinda Williams	06/03/2022
<p><i>Notes:</i> As of 2/17/17, we have had the following African American role models visit and share with students:</p> <ul style="list-style-type: none"> • Captain Kelly Giles spoke with all kindergarten students about fire safety • Gerald Rankin from 102.1 Jamz spoke to 4th grade boys about making good decisions • B Daht from 102.1 Jamz spoke with 5th grade boys about making good decisions, being on the honor roll and the importance of being alcohol and drug free • Speakers have been identified to speak with students in grades 1, 2, 3 before the end of the year. • Busta Brown meets with select students on a weekly basis in 8-week increments from grades 1,2,3,4 and 5 to discuss making good decisions. <p>6/13/17--The following positive African American role models came to speak to students: Kelly Giles (firefighter), Officer Scarboro (police officer), Yvonne Johnson (Greensboro City Council member and Mayor Pro Tem), Gerald Rankin and B. Daht (DJs from 102 Jamz), Clement Mallory (Poetry Basketball), Josephus Thompson (poetry), Busta Brown (DJ from 97.1). We will continue this task during the 2017-18 school year.</p>				
10/3/22	Each morning, teachers will facilitate Restorative Circles to address SEL.	Complete 06/09/2023	Michelle Spears	06/01/2023
<i>Notes:</i>				
Implementation:		09/27/2019		
Evidence	06/25/2020			
Experience	06/05/2020			
Sustainability	06/05/2020			

	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
Initial Assessment:			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	
How it will look when fully met:			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	06/03/2025
Actions				10 of 14 (71%)		
	9/17/21	During the 2021-2022 school year, the student support team consisting of administration, the counselor, the social worker, and the Student Support Assistant will meet monthly to analyze chronic student behavior throughout the school		Complete 05/31/2022	Vanneisha Black	06/01/2022
Notes:						
	10/7/20	Staff will reach out to individuals who are successful in their field(s) and ask them to make a short (7-10 min) video to be shown to students at the beginning of lunch once/week. The focus of the video will be on the education, classes and behavior that were required for them to get where they are. Basically, "How did you get here? What choices led to your success? What habits have helped you succeed?"		Complete 05/31/2022	Tessa Pendley	06/03/2022

Notes: This was completed under previous administration.

8/31/17 Using Title I funds, we will pay for half of the social worker's salary in order to make the position full-time. The social worker will assist teachers in supporting students to help them manage their emotions. The social worker will also arrange for supports and interventions when necessary.

Complete 04/29/2022

Therman Flowers

06/03/2022

Notes: 02/11/2020/18--Our social worker is serving as the Restorative Practices Leader for our school. She assists teachers and administrators in supporting students to help manage their emotions. She has arranged for outside supports and interventions for several students so far this school year.

2022-2023: Social worker paid for using title 1 funds.

8/31/17 Our counselor will continue to teach lessons on managing emotions, decision-making skills, and character development during weekly guidance lessons. In addition, classroom teachers will incorporate SEL into the instructional day. To support this, the counselor will create and curate an SEL virtual library/bookshelf.

Complete 05/31/2022

Vanneisha Black

06/03/2022

Notes: 2/11/2020--So far this school year, our counselor has taught whole group lessons around the following topics:
Managing Emotions--Emotional Awareness/Feeling Identification, Anger Management/Calming Skills, Gratitude

Decision Making Skills--When to Tell/Tattling, Good Choices vs. Bad Choices (School Behavior), Anti-Bullying Behaviors, Career Awareness/Goal Setting, Listening/Following Directions, Alcohol/Drug/Medicine Awareness (Making Positive Choices), Behaviors That Lead to Student Success, Problem Solving, Conflict Management Skills, Perception, Effective Communication (what our words/actions/tones are really saying), Peer Pressure

Character Development--Growth Mindset, Kindness, Friendship, Compassion, Random Acts of Kindness, Identifying Personal Strengths, Leadership, Respect, Acceptance/Inclusion, Teamwork, Diversity, Respecting Differences, Be Assertive

2022- On Fridays, the school counselor leads small groups for SEL.

8/31/17 We will continue to provide African American Male students with African American role models to promote positive character traits.

Complete 05/31/2022

Vanneisha Black

06/03/2022

<i>Notes:</i> This goal was completed under previous administration.				
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 with all staff members, will contact members of the community to establish partnerships for student connections.	Complete 06/06/2023	Therman Flowers	06/03/2023
<i>Notes:</i> 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
<i>Notes:</i>				
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
<i>Notes:</i>				
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 .		Jamie Jones	01/31/2025
<i>Notes:</i> 23-24: Mornings only 24-25: Mornings and afternoons				
11/2/23	The SEL subcommittee will create school-wide mini- lessons to address self-awareness, self-management, and social awareness.		Tessa Pendley	05/31/2025

<i>Notes:</i> 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.		C. Knight	06/01/2025
<i>Notes:</i>				
10/30/23	Using Title 1 funds, we will hire a behavior specialist TA who will build relationships with students and help with behavior interventions.		C. Knight	06/03/2025
<i>Notes:</i> 21-22: Williams 22-23: C. McCain 23-24: C. McCain(Left Mid year) 23-24: Maldonado 24-25: 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.		Tara Kecki	06/03/2025
Actions				39 of 41 (95%)		
	12/1/21	Create a school wide Class Dojo account to help communicate with staff, parents, and school community.		Complete 02/11/2022	Lillie Harris	03/15/2022
Notes:						
	12/1/21	Host a Community Event.		Complete 05/19/2022	Lillie Harris	05/19/2022
Notes:						
	9/17/21	Each month grade level teams will provide newsletter to families to keep them informed on upcoming curriculum standards and events.		Complete 05/13/2022	Michelle Newcomer	06/01/2022
Notes:						
	9/17/21	We will hold a Title I Annual Meeting to share information with parents about ways they can support their children's learning at home. Also, PTA and curriculum support will be shared. Agenda and sign-in sheets from this event will serve as the evidence that this objective is fully met.		Complete 04/13/2022	Vanneisha Black	06/01/2022

Notes: Oct 21, 2020; parent curriculum night
Jan 27 2021; Virtual parent night (Math games)
Feb 15 & 16 2021; Muffins for Moms & Donuts for Dad with parent tips
April 12 & 13 2021; Book fair, musical performance, art exhibit, EOG
parent prep, at home reading tips

11/6/20	Teachers/staff will create videos/PowerPoints for parents and students to better navigate canvas.	Complete 08/31/2021	Vanneisha Black	06/03/2022
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Notes: At the beginning of the year, teachers setup their Canvas pages with parent support tabs available.

11/6/20	K-5 Grade level Virtual Newsletter	Complete 05/13/2022	Yolanda Lucas	06/03/2022
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Notes: New letters can be found on our Union Hill Teams page.

10/25/16	We will facilitate a virtual curriculum night that will highlight our core areas (Reading, Math, Science)and how parents might support their scholars at home in these areas.	Complete 01/27/2022	Vanneisha Black	06/03/2022
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Notes: Oct 21, 2020; parent curriculum night
Jan 27 2021; Virtual parent night (Math games)

8/8/16	We will continue to work with parents and the district PTA office to establish a PTA at Union Hill. Agendas, minutes, and the PTA Charter will be evidence that the objective is fully met.	Complete 03/15/2022	Vanneisha Black	06/03/2022
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Notes: We held a PTA interest meeting with parents and a representative from the Guilford PTA Council on 1/26/17. Parents volunteered to serve on the PTA board. We have posted the names for a 30 day waiting period and will hold an election on March 9,2017.

6/13/17--We elected officers on 3/9/17. However, since the school hasn't had a PTA, the school lost their 503-B (non-profit status) with the IRS. We are working to re-establish the 503-B status. We will continue this task during the 2017-18 school year.

1/16/18--In November, 2017, we submitted the required paperwork to the IRS. We are waiting to find out if they will reinstate our 503-B status.

5/1/2018--The PTA has been established. The PTA is currently holding a membership drive and a t-shirt fundraiser.

PTA 5/6/21- sponsored Lunch for Teacher appreciation
PTA 3/15/21- donated for One School, One Book

8/8/16	We will hold a Title I Annual Meeting to share information with parents about ways they can support their children's learning at home. Also, PTA and curriculum support will be shared. Agenda and sign-in sheets from this event will serve as the evidence that this objective is fully met.	Complete 04/13/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Oct 21, 2020; parent curriculum night Jan 27 2021; Virtual parent night (Math games) Feb 15 & 16 2021; Muffins for Moms & Donuts for Dad with parent tips April 12 & 13 2021; Book fair, musical performance, art exhibit, EOG parent prep, at home reading tips				
8/8/16	Teachers will establish positive relationships with parents by striving to make at least one positive parent contact for every parent contact they make about academic or discipline concerns. Parent contact logs will serve as evidence that this objective is fully met.	Complete 05/31/2022	Vanneisha Black	06/03/2022
<i>Notes:</i> Teachers made 1,857 parent contacts during the 2016-17 school year. We will continue this task during the 2017-18 school year. 1/16/18--So far this school year, teachers have made 581 parent contacts. Of the 581 contacts, 279 (48%) were positive. 06/05/2020 Teachers and teacher assistants doubled parent contacts. Mostly due to remote learning. We will continue this task during the 2020-2021 school year.				
8/31/17	Teachers will schedule virtual parent conferences with each parent to discuss first quarter report cards and 3rd quarter report cards 04/14/2021.	Complete 05/31/2022	Therman Flowers	06/03/2022
<i>Notes:</i> Complete under previous administration.				
10/7/20	We will facilitate "Drive-Thru Parent" events and we will create a monthly newsletter to communicate grade level and departmental curriculum updates to enhance parents' awareness of Union Hill.	Complete 05/31/2022	Vanneisha Black	06/03/2022
<i>Notes:</i>				
10/7/20	To build and sustain local partnerships by formulating a virtual community roundtable that will focus on enhancing the academic, social and emotional needs of our students.	Complete 05/03/2022	Therman Flowers	06/03/2022
<i>Notes:</i>				
9/8/22	We will host a virtual meet and greet session for parents of AG students to help parents understand characteristics of AG students , to learn about the upcoming units of study, and tips to help at home.	Complete 09/07/2022	Daniel Boone	09/07/2022

<i>Notes:</i> 9/7/22 -Eleven parents signed on to Zoom.				
10/5/22	Union Hill will partner will Tiger Kim's Tae Kwon Do center to offer class after school.	Complete 09/30/2022	Therman Flowers	09/30/2022
<i>Notes:</i> 9/19-9/23 2022: Complete				
10/25/22	Union Hill will host a Title 1 family night. Families will learn about Union Hill's Title 1 status, tips home tips from classroom teachers, and shop the book fair.	Complete 10/27/2022	Vanneisha Black	10/27/2022
<i>Notes:</i> K-2 Night: 10.26.22 3-5 Night: 10:27.22				
11/29/22	Union Hill will host a student, staff , and family showcase.	Complete 02/02/2023	Lillie Harris	02/02/2023
<i>Notes:</i> 2/2/23: Evening start time 6 - 7:30pm				
10/25/22	Union Hill will participate in One School, One Book. This includes a book for every students, School-wide, and home activities.	Complete 03/30/2023	Lillie Harris	03/30/2023
<i>Notes:</i> 2023: Book Hip Hop Speaks to Children.				
10/25/22	Union Hill will host a family event: Evening on the Hill.	Complete 05/04/2023	Lillie Harris	05/30/2023
<i>Notes:</i>				
9/8/22	Each month grade level teams will provide newsletter to families to keep them informed on upcoming curriculum standards and events.	Complete 05/31/2023	Emily Michaud	05/31/2023
<i>Notes:</i> Team will also upload their monthly newsletter to our staff Teams page.				
10/25/22	Each month Union Hill will host a community round table to help community members stay involved.	Complete 05/09/2023	Emily Parsons	06/01/2023
<i>Notes:</i>				
10/25/22	Union Hill Will partner will Out of the Garden to provide food for families the second Friday of each month.	Complete 05/12/2023	Emily Parsons	06/01/2023
<i>Notes:</i> 09/09/22 10/14/22 11/11/22 12/08/22 1/13/23 2/10/23 3/10/23 4/14/23 5/12/23				
11/8/22	Each quarter, Union Hill will host awards day to celebrate student achievement and excellent character.	Complete 06/05/2023	Lillie Harris	06/01/2023
<i>Notes:</i> In addition, we will show case Music and Art and each ceremony. Quarter 1 Awards Day: K-2 (11/9/22) 3-5 (11/10/22)				

10/5/22	The Parent involvement committee will meet monthly to plan and host parent involvement activities and events.	Complete 05/16/2023	Emily Michaud	06/01/2023
<i>Notes:</i>				
9/8/22	We will use a school-wide Class Dojo account to help communicate with staff, parents, and school community.	Complete 05/31/2023	Therman Flowers	06/01/2023
<i>Notes:</i> 2022- 2023: Staff, and parents utilized Dojo.				
9/8/22	Each class will have 2-3 "Class Parents" that will partner with the the classroom teacher, PTA, and attend "Coffee With the Principal" parent sessions.	Complete 04/21/2023	Emily Michaud	06/01/2023
<i>Notes:</i>				
9/8/22	Each month, there will be Coffee with the Principal session to engage parents in learning and resource access.	Complete 04/21/2023	Therman Flowers	06/01/2023
<i>Notes:</i> Session1: 8/29/22- Coffee & Kleenex session with Kindergarten parents Session 2: 9/16/2022- Attendance Matters Session3:10/14/22 Session 4: 11/18/22 Session 5 12/16/22 Session 6: 1/13/23 Session 7: 2/17/23 Session8 3/17/23 Session 9: 4/21/23				
9/8/22	Union Hill will create a Phenomenal Fathers, a positive male figures group, to meet monthly for parent sessions and volunteer work.	Complete 04/19/2023	Therman Flowers	06/01/2023
<i>Notes:</i> Session 1: 9/21/2022- Session 2:10/19/22 Session 3: 11/16/22 Session 4: 12/14/22 Session 5: 1/18/23 Session 6: 2/22/23 Session7: 3/22/23 Session 8: 4/19/23				
10/7/20	We will utilize weekly Connect Ed messages and enhance our school website to ensure that parents are clearly informed about events that impact the academic, safety and emotional needs of their students.	Complete 05/31/2023	Therman Flowers	06/03/2023
<i>Notes:</i>				
10/7/20	We will utilize class dojo as a mean to communicate to parents about classroom updates with each scholar's teacher.	Complete 05/31/2023	Therman Flowers	06/03/2023

	Notes: 2022- 2023: Some teachers created PDP goals to support implementation.			
10/30/23	Union Hill will host a Title 1 parent curriculum night that will review title 1 as well as provide curriculum overview for parents.	Complete 10/11/2023	Therman Flowers	10/11/2023
	Notes: -During this event, food was served.			
10/19/23	Union Hill will partner will Tiger Kim's Tae Kwon Do center to offer class after school.	Complete 09/22/2023	Tara Kecki	10/30/2023
	Notes:			
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
	Notes:			
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
	Notes: One School, One Book took place 3/4- 3/7 2024.			
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
	Notes:			
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			

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>				
10/30/23	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
<i>Notes:</i> 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
<i>Notes:</i> Meeting Dates: 08/28/23 09/22/23				
11/29/22	AG Teacher will host a virtual K-2 parent meeting to help parents understanding the AG Nurture Program.		Kimberly Milton	02/27/2025
<i>Notes:</i> K-2 was cancelled for Union Hill in 2023-2024				
9/4/24	Utilize Class Dojo school-wide and classroom level to communicate with families.		Vanneisha Black	06/10/2025
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/10/2018			
Experience	9/10/2018			
Sustainability	9/10/2018			