

Comprehensive Progress Report

Mission:

To prepare globally competent, lifelong learners who will be respectful, responsible, and empathetic individuals.

Vision:

J. H. Gunn, with the support of the community, will provide a challenging curriculum to produce lifelong learners.

Goals:

The percent of Black and Hispanic 3rd-grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 13.9% in SY2021-22 to 32.8% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percentage of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 54% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61% in SY2022-23 and 68% in SY2023-24. (Aligns to A 4.06 and E 1.06 and CMS Guardrail 3)

To provide a duty-free lunch period for every teacher on a daily basis. (A1.07)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 28.8% in SY2021-22 to 23.8% in SY2022-23 and 18.8% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

We will meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional teams meet weekly with the facilitators and to plan, discuss, and review instructional lessons as well as data for all sub-groups. Teachers are being very intentional in planning and the facilitators/administration are attending PLC Meetings to discuss best practices and strategies for designing cohesive and rigorous lesson plans. Teachers and facilitators share standard aligned resources during PLC planning meetings. Grade level teams meet and outline objectives and unpack standards. EC, ELL, and TD teachers attend the literacy PLC meetings and share best practices for students. To track student data, teachers utilize mastery connect so that there is transparency in what students know.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The percent of Black and Hispanic 3rd-grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.6 % in SY2021-22 to 32.8% in SY2022-23 and 50% in SY2023-24.		Martha Kate Phifer	06/15/2024
Actions			0 of 8 (0%)		
8/14/22		During PLC planning meetings, teachers will review, collaborate and/or model what lesson implementation will look like during instruction to ensure all instruction is standards-aligned. Teachers will internalize the rigor of the standard and be prepared to deliver content to students. (Bailey and DeBerardinis and Horne)		Ms. Bailey, Ms. DeBerardinis and Ms. Horne	01/02/2023
<i>Notes:</i>					
8/14/22		Teachers will utilize the Core Actions to determine what teachers must do and students must do consistently during instruction to align with levels 3 and 4 on the core action walkthrough document.		Ms. Davis and Ms. Phifer	01/02/2023
<i>Notes:</i>					
8/14/22		All K-5 teachers will utilize the standard-aligned differentiated small group lesson plan template to intentionally plan for small group instruction (math and literacy). The facilitators and MCL will review lesson plans and give feedback.		Ms. Bailey, Ms. DeBerardinis and Ms. Horne	01/02/2023
<i>Notes:</i>					

8/14/22	During instructional implementation, teachers will actively monitor students as they work and use exit tickets to plan for subsequent lessons and/or small group instruction and accelerate learning for students.		Ms. Bailey, Ms. DeBerardinis, and Ms. Horne	01/02/2023
<i>Notes:</i>				
8/14/22	All classrooms will display and utilize interactive Data Boards or individual student data trackers to empower students to monitor their growth and progress, celebrate, and set new goals.		Ms, Bailey, Ms. Deberardinis and Ms. Horne)	01/02/2023
<i>Notes:</i>				
8/14/22	Teachers will utilize the EL Education Environmental Checklist and district-adopted resources communicated by the Learning and Teaching Department to ensure classroom environments and ELA instruction are culturally supportive.		Pamela DeBerardinis	01/02/2023
<i>Notes:</i>				
8/14/22	Teachers will use entry-level data, Mastery Connect, Branching Minds, and various data points of students incrementally to monitor student growth and make adjustments as needed.		Yachannah Galloway	01/02/2023
<i>Notes:</i>				
8/14/22	MORE Study lessons are implemented in 3rd-grade classrooms to increase early literacy in science and math.		Pamela DeBerardinis	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		A tiered system has been developed and designed to assist teachers in aligning their instruction to meet all individual student needs. The MTSS Leadership Team will focus on school-wide data and plan accordingly.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		We will meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.		Yachannah Galloway	06/15/2024
Actions			0 of 7 (0%)		
8/14/22	The MTSS Leadership Team will meet to review school-wide data through the use of Branching Minds, discuss the effectiveness of interventions and examine progress monitoring of student support plans		Yachannah Galloway	01/02/2023	
<i>Notes:</i>					
8/14/22	Implementation of core, supplemental and intensive interventions will be monitored for consistency and fidelity on a weekly basis through instructional walk-throughs.		Yachannah Galloway	01/02/2023	
<i>Notes:</i>					
8/14/22	Behavior support and attendance will be monitored through twice-monthly meetings and truancy court.		Ms. Sealey and Ms. Peterkin	01/02/2023	
<i>Notes:</i>					
8/14/22	Implement monthly Kid Talks and review all pertinent student data points with a focus on Black and Hispanic students, each grade level PLC during designated MTSS time.		Yachannah Galloway	01/02/2023	
<i>Notes:</i>					
8/14/22	Teachers will make personal, live well-check phone calls on day two of an absence in an effort to prevent the third absence.		Ms. Sealey	01/02/2023	
<i>Notes:</i>					

8/14/22	Black and Hispanic students are part of our monthly Kid Talk collaborative meetings. We will leverage our MTSS Leadership Team by extracting Black and Hispanic student data to ensure they are receiving the support needed to attend school regularly and receive quality ELA instruction. We will create action plans and monitor the ELA progress of our Black and Hispanic students regularly and make adjustments as needed.			Yachannah Galloway	01/02/2023	
<i>Notes:</i>						
8/14/22	Selected teachers will attend Orton-Gillingham training if they have not been trained yet.			Yachannah Galloway	06/09/2023	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers have been working with the administrative team and referring students to MTSS and the Student Services team in an effort to find viable options/solutions to assist the students in being successful in the classroom and in life. Currently, we utilize Panorama survey results to guide the implementation of, guidance lessons, counselor groups, lunch groups, Circle Time, Caring Schools Curriculum, direct teaching through situations, direct teaching through literature, school-based therapy, support from school Social Worker, external support, mentors, Student of the Week, home visits, frequent communication with parents, and a school-wide behavior plan.	Limited Development 08/11/2022		
How it will look when fully met:			<ul style="list-style-type: none"> The percentage of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 54% on the Fall 2021 Panorama Screener (in Grades 3-5) to 61% in SY2022-23 and 68% in SY2023-24. Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 28.8% in SY2021-22 to 23.8% in SY2022-23 and 18.8% in SY2023-24. Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. 		Martha Kate Phifer	06/15/2024
Actions				0 of 6 (0%)		
8/14/22	Counselors will support classroom teachers with implementing the Caring Schools curriculum during the Social/Emotional Learning block.			Ms. Curtis and Ms. Peterkin	06/09/2022	

<i>Notes:</i>				
8/14/22	Counselors will conduct monthly classroom wellness lessons based on Panorama survey results.		Ms. Curtis	01/02/2023
<i>Notes:</i>				
8/14/22	Conduct small group counseling sessions based on parent/teacher requests and school needs assessment.		Ms. Curtis and Ms. Peterkin	01/02/2023
<i>Notes:</i>				
8/14/22	Counselors will meet weekly to plan intervention strategies and discuss student/parent concerns.		Ms. Curtis and Ms. Peterkin	01/02/2023
<i>Notes:</i>				
8/14/22	Counselors will assist with the implementation of intensive behavior interventions while supporting teachers with data collection.		Ms. Curtis and Ms. Peterkin	01/02/2023
<i>Notes:</i>				
8/14/22	In addition to Caring Schools lessons, classroom teachers and Special Area teachers will have a morning meeting circle every morning. Caring School Curriculum, Restorative Practices, and Relational Tools will be utilized as an ongoing SEL support for all scholars and to increase the percentage of students reporting a positive self-perception of self-efficacy.		Ms. Curtis and Ms. Peterkin	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Ms. M. Davis, Principal, and Ms. Phifer, Assistant Principal will provide targeted, specific feedback formal feedback through both formal and informal observations.</p> <p>Currently, we attend and serve as a collaborator for PLC planning meetings. We observe teachers informally and formally and give timely specific feedback. Proficiency scores indicated more work is needed for student growth. In an effort to improve student learning and increase proficiency, the administrative team should increase time in classrooms providing coaching and offering feedback. Ms. M. Davis, Principal, and Ms. Phifer, Assistant Principal are knowledgeable about literacy and math practices and assessments and will share best practices in planning meetings and informal classroom observations.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> The percent of Black and Hispanic 3rd-grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.6 % in SY2021-22 to 32.8% in SY2022-23 and 50% in SY2023-24. We will meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. 		Monique Davis	06/15/2024
<i>Actions</i>			0 of 7 (0%)		
	8/14/22	First-year teachers will be assigned mentors for guidance, support, and increased development.		Martha Kate Phifer	01/02/2023
<i>Notes:</i>					
	8/14/22	The Administrative Team will meet weekly to calibrate and discuss observations/evaluations and the teacher's instructional needs. We will make decisions about our caseloads and remove or add teachers to the list based on observations.		Monique Davis	01/02/2023
<i>Notes:</i>					
	8/14/22	Feedback will be provided in small, manageable chunks weekly from administrators through the use of our Google Doc. walk-through form. This is so teachers can make immediate changes to their instructional practice.		Monique Davis	01/02/2023
<i>Notes:</i>					

8/14/22	Administrators will visit classrooms to progress monitor the implementation of instructional feedback.		Monique Davis	01/02/2023
<i>Notes:</i>				
8/14/22	Teachers will use EVAAS data to reflect on their trends and receive ongoing feedback and coaching for continuous effective teacher growth.		Martha Kate Phifer	01/02/2023
<i>Notes:</i>				
8/14/22	Facilitators and MCL will attend, lead, and/or co-facilitate PLC planning and data meetings. Data meetings will be utilized to analyze data and create action plans.		Ms. Bailey, Ms. Deberardinis and Ms. Horne	06/09/2023
<i>Notes:</i>				
8/14/22	Staff will be divided into cohorts and create a coaching schedule for strategic feedback.		Monique Davis	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principal Davis and the instructional team have been very strategic in planning Family Nights as well as Curriculum Nights to meet with families to discuss best practices and strategies being implemented in the classroom to assist students in being successful. The following practices are in place to engage parents: Connect 5 messages, Open House, parent conferences, Title I Nights, Curriculum Nights, and PTA Events. We have developed a school-wide Class Dojo system that allows the school and teachers to communicate and stay connected.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		The school will continue to be intentional in seeking parental participation with curriculum-related events as well as keep families abreast of best practices, strategies, and teaching techniques being implemented in the classroom to assist students in being successful daily. 100% of staff will have face-to-face open house meetings using a variety of modes (and/or using technology for live streaming or presentations). Monthly topic newsletters will include materials on ways to help students at home and telephone calls will emphasize the good news as well as areas for improvement. Parent-teacher conferences will be ongoing throughout the year. Parent classes will help with strategies and staff will model ways to help students.		Pamela DeBerardinis	06/15/2024
Actions			0 of 4 (0%)		
	8/14/22	We will hold Title I Parent Nights so that parents will know how to access their student's course materials and assist with learning at home.		Monique Davis	01/02/2023
<i>Notes:</i>					
	8/14/22	Hold parent /teacher conferences to discuss grades, conduct, and social/emotional well-being as needed. Teachers will be encouraged to utilize Sign-up Genius to allow for easy conference schedules.		Monique Davis	01/02/2023
<i>Notes:</i>					

8/14/22	Due to our large Black and Hispanic population, all family communication will continue to be sent out in English and Spanish.		Monique Davis	06/09/2023
<i>Notes:</i>				
8/14/22	We will create materials to engage parents in school activities. We will send parent newsletters (English and Spanish) and Connect 5 Messages (English and Spanish) to keep parents apprised about school learning and events.		Martha Kate Phifer	06/09/2023
<i>Notes:</i>				