

Comprehensive Progress Report

Mission: We believe that every child is entitled to a high- quality education that is built upon a strong and collaborative partnership among the family, school and community. We are dedicated to fostering an inclusive and supportive environment where every student can thrive academically, socially and emotionally.

Vision: Every student. Every day. Every Opportunity.

Goals:

By the end of the 2025-2026 school year, Sumner will raise their performance composite on the end of year assessment from 44.3 to 47.3.

By the end of the 2025-2026 school year, Sumner will reduce the percentage of students who are chronically absent by 10% to 30%.

By the end of the 2025-2026 school year, Sumner Elementary will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By May 2026, we will achieve a rating of Operationalizing (2) on FAM-S item 7 by providing ongoing support with MTSS implementation.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently use Title I funds for Saturday school, classroom learning materials, parent and family engagement nights, a technology assistant, 0.3 of a social worker's position, 0.5 of an interpreter's position, library books, and field trips for students.	Limited Development 03/06/2025		
<i>How it will look when fully met:</i>		Students will be able to attend multiple, Title I funded field trips throughout the year. Saturday school will occur more regularly throughout the school year. Students will have all necessary materials for learning. New library books can be purchased each year. Data days will be provided to staff throughout the year. Interpreter and social worker will be reaching out to families as needed. There will be multiple parent and family engagement nights.		Tiffany Hinton	06/11/2026
Actions			3 of 7 (43%)		
	4/1/25	0.3 of a Social Worker position will be purchased from Title I funds for increased parent communication and involvement.	Complete 09/01/2025	Tiffany Hinton	09/01/2025
<i>Notes:</i>					
	4/1/25	0.5 of an interpreter position will be purchased to engage in greater communication with families	Complete 09/01/2025	Tiffany Hinton	09/01/2025
<i>Notes:</i>					
	4/1/25	Each grade level will be given \$1000 in funds for field trips throughout the year.		Melissa Bailey	10/31/2025
<i>Notes:</i>					
	9/29/25	1 MTSS (Teacher) Coordinator Position will be paid for through Title I. This person will be responsible for completing interventions for students in Tier 2 and Tier 3.		Tiffany Hinton	10/31/2025
<i>Notes:</i>					
	4/1/25	Title I Parent Night will be paid for from the Title I budget (supplies, food)-Fall 2025 (Parent Supplies and Materials)	Complete 09/18/2025	Laurie Ijames	11/01/2025
<i>Notes:</i>					
	4/1/25	Saturday School teacher tutors and supplies from Title I funds.		Shelena Chavis	05/31/2026
<i>Notes:</i>					

4/1/25	\$3000 will be allocated for new library books in 2025-2026		Rebecca Quigley (elected 2024)	05/31/2026
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2B: Target professional learning opportunities			
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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
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<i>Initial Assessment:</i>	LEA: 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 are CKLA and Eureka walkthrough tools. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Sumner: We meet collectively as grade level teams to review data and to support specific needs within each grade level. The Sumner Staff is currently attending ongoing professional development that includes, but not limited to, CKLA and Eureka.		Limited Development 09/13/2016		
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<i>How it will look when fully met:</i>	The Leadership team will analyze formal and informal data. This will include district assessments, as well as, classroom assessments to filter students/teachers strengths and weaknesses. We will then use that information to determine where our focus should be for improvement. Students will take ownership of their data by completing individual data analysis.			Shelena Chavis	06/09/2026
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Actions			11 of 16 (69%)		
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10/25/19	The ILT team is using Data Wise to guide walk throughs as well as necessary adjustments and/or presented PD	Complete 01/13/2020	ILT team	01/20/2020
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Notes:

9/11/20	A curriculum review will be provided to all teachers and support staff	Complete 09/09/2020	Lisa Trigg	09/09/2020
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9/11/20	A remote learning schedule will be provided to all teachers to assure the synchronous and asynchronous learning aligns with the district expectations	Complete 09/09/2020	Kimberly Jones-Goods	09/09/2020
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Notes:

9/11/20	All staff will receive newsletter with "bite sized" PD specific to teaching strategically while teaching remotely.	Complete 09/30/2020	Lisa Trigg	10/20/2020
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Notes:

9/11/20	Mentors meeting with new teachers will use one of their mentor meetings to review best practices	Complete 10/02/2020	Coralee Phillips	10/20/2020
<i>Notes:</i>				
8/30/17	Data meetings will occur after beginning, middle, and end of year assessments are complete with administration. Support will be given to teachers on what their next steps should be.	Complete 06/01/2021	Caroline Crotts	06/07/2021
<i>Notes:</i> Grade levels will also work closely with our CF to analyze classroom formal and informal assessments to help determine the next steps for teachers and individual students.				
Teachers will maintain data binders that will be brought to each PLC meeting, data meeting, and planning meeting to better help drive instruction				
6/30/21	The LEA will maintain professional memberships, directly related to instruction and equity, purchased with Title I funds. The LEA will use information gained through the memberships to provide identified supports to the staff.	Complete 06/03/2022	Kimberly Jones-Goods	06/02/2022
<i>Notes:</i>				
7/19/22	Teachers will submit Data Analysis Protocols after weekly CFAs to the Curriculum Facilitator.	Complete 06/10/2022	Laurie Ijames	06/10/2022
<i>Notes:</i>				
9/9/22	Teachers will receive differentiated PD on Power BI, based on basic and advanced use/experience.	Complete 05/21/2024	Laurie Ijames	06/10/2024
<i>Notes:</i>				
3/8/23	Staff will participate in a data analysis/planning day in order to plan instruction based on students' needs.	Complete 05/21/2024	Laurie Ijames	06/10/2024
<i>Notes:</i>				
9/29/25	1 MTSS (Teacher) Coordinator Position will be paid for through Title I. This person will be responsible for completing interventions for students in Tier 2 and Tier 3.	Complete 10/01/2025	Tiffany Hinton	10/31/2025
<i>Notes:</i>				
3/8/23	Teachers will complete vertical planning in order to better differentiate for students performing below/above grade level and maintain an "end goal in mind" mentality.		Laurie Ijames	12/20/2025
<i>Notes:</i>				
9/9/22	Students will complete individual data analysis after CFAs, Interims, NWEA, and DIBELS Benchmarks.		Classroom Teachers	06/09/2026

Notes:

3/8/23 Staff will participate in school created professional development on small group instruction and interventions according to district prescribed curriculum/protocols in order to increase student performance.

Laurie Ijames

06/10/2026

Notes:

9/14/21 The ILT will meet monthly to discuss specific professional development needs based on walkthrough documentation. The teacher leaders will provide professional development in noted areas.

Laurie Ijames

06/15/2026

Notes:

10/14/24 Teachers will be provided with a planning day in order to analyze data. The substitute for this day will be purchased with Title I funds.

Tiffany Hinton

06/25/2026

Notes:

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>		<p>Our school implements the IPS Team process through MTSS for students with academic, attendance, and behavioral needs. Based on this process, students are given interventions in their area of need. If little to no progress is made, the team determines whether or not to send the student for further evaluation. Each grade level is represented on this team and the team works closely with our Exceptional Children's department.</p> <p>Classroom teachers are currently implementing Small Group Math and reading daily. Teacher directed lessons are differentiated and taught in small group settings. K-5 teachers use CKLA to teach literacy. Teachers provide interventions and progress monitor students weekly.</p>	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>		By 2024, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be "in need of intervention" through and Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Tiffany Hinton	06/11/2026
<i>Actions</i>			14 of 16 (88%)		
	9/10/19	Intervention handbook, and training, provided to teacher assistants	Complete 09/27/2019	Lisa Trigg	09/27/2019
	<i>Notes:</i> Teacher assistants will be provided with, and trained in how to use, an intervention handbook. Within the handbook are research based interventions				
	1/13/20	Teachers will receive a flow chart to assist them in moving their children through tiers as needed	Complete 01/14/2020	Lisa Trigg	01/14/2020
	<i>Notes:</i> will be provided via email				
	10/25/19	Teachers will use a tier sorting sheet to help identify grade level trends	Complete 01/14/2020	Grade level teachers	01/20/2020

<i>Notes:</i>				
6/11/20	Teachers will complete all MTSS webinars provided by the district	Complete 06/01/2020	Lisa Trigg	06/01/2020
<i>Notes:</i>				
11/2/20	Teachers will use Title I funded Swivl cameras to upload lessons to Canvas so all students have home access to concepts that were presented in the classroom.	Complete 02/08/2021	Caroline Crotts	02/12/2021
<i>Notes:</i>				
11/2/20	Teachers will use Title I funded Learning A-Z to help differentiate materials and small group learning for students.	Complete 06/01/2021	Bridget Hrinko-Smith	06/01/2021
<i>Notes:</i>				
11/2/20	Teachers will participate in data based PLCs that require them to identify strengths, and weaknesses, of students. After doing so teachers will determine tiers of students as well as students that may need prework or follow up after a whole group lesson.	Complete 06/01/2021	Lisa Trigg	06/01/2021
<i>Notes:</i>				
8/30/17	An explicit staff development will be provided to all staff members on tiered instruction. This PD will give staff more knowledge on Multi-tiered System of Support (MTSS), what it looks like at the school level, and how to begin to fully implement this system.	Complete 06/01/2021	Bridget Hrinko-Smith	06/07/2021
<i>Notes:</i> The reading specialist will work closely with our CF (Lisa Trigg) and our school psychologist (Ms. Love).				
9/22/21	The LEA has assigned two high leverage tutors to support teaching and learning.	Complete 09/21/2021	Laurie Ijames	09/20/2021
<i>Notes:</i> The school was assigned two high leverage tutors in Math and ELA.				
6/19/21	Teachers will engage in exemplary walks specifically designed to showcase differentiation.	Complete 06/02/2022	Ashley Witten	06/02/2022
<i>Notes:</i>				
9/9/22	IPS Case Managers will receive training on how to coach and review student and teacher data for IPS.	Complete 12/15/2022	Christina Wescott	12/15/2022
<i>Notes:</i>				
9/9/22	Teachers will participate in vertical learning walks and planning to help in remediation and acceleration of students.	Complete 02/28/2023	Janet Holland/Ashley Witten	02/13/2023
<i>Notes:</i>				
3/8/23	Provide staff with Harmony Curriculum Powerpoints for Morning Meeting/SEL Time	Complete 01/31/2024	Christina Wescott	01/31/2024

<i>Notes:</i>				
3/8/23	Parent Information Session for SEL Day Parent/Family Activity	Complete 04/04/2024	Angela Holt	04/20/2024
<i>Notes:</i>				
9/9/22	Staff will receive training on IPS and the IPS/MTSS Cycle.		Salma Baig	05/31/2026
<i>Notes:</i> IPS training has occurred once for case managers but not for the staff as a whole.				
6/19/21	Teacher will be provided opportunities for professional development on effective interventions and differentiated support for struggling students, along with topics such as, but not limited to: Academic Core, Behavior, etc.		Laurie Ijames	06/02/2026
<i>Notes:</i> GCS MTSS Professional Development Title I funds may be used to support professional development resources.				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Character Education & PBIS is utilized school wide to encourage students to display positive character traits. Adults throughout the buildings also give students "Class Dojo Points" for exhibiting positive behavior traits with or without their teachers. Check In Check Out is a behavior management system for students who behaviorally struggle in the classroom needing additional support. Individual teachers use the support of the counselor and social service staff members to meet the needs of individual students. A morning meeting/SEL check in time has been provided in the Master schedule. We are currently a State School of Character.	Limited Development 09/09/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>All character programs will be up and running during the school year. Character events will take place during the school year. Students will have received instruction on how to follow PBIS expectations. Sumner will maintain the status of being a State School of Character.</p> <p>Teachers will provide daily opportunities for students to discuss their emotions and learn how to manage them. Students will engage and will participate in daily SEL, guidance and character lessons. A tiered system of interventions will be implemented, to include classroom and schoolwide celebrations, positive incentives and behavior management plans, to address student behavior concerns. We will fully implement PBIS interventions to address behavior concerns.</p>		Bryan McLean	06/11/2026
Actions			15 of 17 (88%)		
	9/28/16	Teach/review PBIS expectations with students	Complete 09/27/2019	All classroom teachers	09/27/2019
		<i>Notes:</i> This task occurs daily and after any extended break from school. It will continue throughout the school year.			
	9/9/19	Teachers will review PBIS expectations throughout the school	Complete 09/27/2019	Jenniffer Hodgin	09/27/2019
		<i>Notes:</i> Teachers will receive lesson plans for each of the PBIS components			

9/9/19	Frequent check-ins with students with mental health issues	Complete 09/27/2019	Ms. Little (School Counselor)	09/27/2019
<i>Notes:</i> A specific group of students will be assigned to Ms. Little to do weekly check-ins				
9/28/16	The character team will receive training for implementation of character development.	Complete 10/25/2019	Character Team	10/25/2019
<i>Notes:</i> The character team is receiving training on how Sumner can continue its status as a National School of Character. They will share with the staff the steps needed to make this a reality.				
9/9/19	Poverty Simulator	Complete 09/17/2019	Lisa Trigg	11/01/2019
<i>Notes:</i> A United Way representative will come to our school and provide training regarding poverty by sharing a poverty simulator				
9/9/19	Social Emotional Learning overview	Complete 11/19/2019	C. Brown (SEL specialist)	12/11/2019
<i>Notes:</i> The staff will receive a social emotional overview from our SEL specialist				
9/9/19	Mr. Brundage will meet with a selected group of boys each Friday	Complete 12/06/2019	Mr. Brundage (PE teacher)	12/12/2019
<i>Notes:</i>				
9/28/16	Ms. Glynn meets with selected boys every morning for encouragement.	Complete 12/03/2019	Ms. Glynn	12/12/2019
<i>Notes:</i> Ms. Glynn continues to meet with selected boys each morning. This task will continue throughout the school year.				
9/29/16	The PBIS store will be set up with items clearly marked with the "prices".	Complete 10/25/2019	Mrs. Wescott (Counselor)	01/24/2020
<i>Notes:</i> The PBIS store has been relocated and set up. Prices have been clearly marked for all items.				
9/30/16	Students will shop often at the School PBIS store as a reward for their good behavior. They will "spend" their tickets on items from the store.	Complete 10/25/2019	Velda Edwards	01/24/2020
<i>Notes:</i> Classroom teachers will be responsible for taking students to the PBIS store at least once per month.				
9/9/19	An MTSS team will be created to help implement MTSS strategies	Complete 10/25/2019	Lisa Trigg	11/12/2020
<i>Notes:</i> The team will meet to discuss the different components of MTSS as well as their implementation at Sumner				
11/2/20	Teachers will use Title I funded SEL curriculum to begin each day and to help them monitor student emotional states. Ms. Wescott will follow up on the curriculum in her course.	Complete 02/08/2021	Velda Edwards	02/12/2021
<i>Notes:</i>				

6/19/21	Sumner will apply for a promising practice grant using the dance party character initiative	Complete 04/01/2021	Lisa Trigg	04/01/2021
<i>Notes:</i>				
9/9/19	School based mental health check	Complete 05/05/2021	Ms. Wescott	05/15/2021
<i>Notes:</i> Dr. Jones-Goods is contacting Odessa Hancock to complete classroom observations and will provide teachers with dates to PD for resources and access to information on school mental health.				
9/9/22	Teachers will be provided with PBIS lesson plans and school wide expectations.	Complete 09/02/2022	Ashley Witten/Caroline Crotts	10/01/2022
<i>Notes:</i>				
6/10/22	Teachers will be required to attend SEL Professional Development at least once per semester.		Shelena Chavis	06/10/2026
<i>Notes:</i>				
6/11/20	Monthly check-ins will be created for teachers to share any concerns they have with students in Tier 2 and Tier 3 of MTSS.		Laurie Ijames	06/20/2026
<i>Notes:</i> Title 1 funds will be used to purchase Social worker .5 position to make her fulltime to support MTSS and various students needs.				
Implementation:				
Evidence	1/31/2017 Students are frequently earning PBIS tickets for exhibiting positive behavior. As a result, students are "shopping" frequently at the PBIS store.			
Experience	1/31/2017 Pursuing this objective has made the team, as well as the staff realize how important it is to establish expectations and procedures in all areas of the school. It not only enables us to function in an organized manner, but it also gives the students a sense of safety.			
Sustainability	1/31/2017 Teachers and staff will continue to review, practice and modify PBIS expectations.			