

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:

Goal 1 The percent of 3rd- 5th 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 17.7% in SY2024-25 to 27.0% in SY2025-26 and 50% in SY2029. (Aligns to A2.04 and B3.03 and CMS Goal 1)

To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving 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. (Aligns to A2.04)

The percent of OSS/ISS incidents will decrease by 50% in SY 2025-26

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 17.0 % in SY2024-25 to 23.6 % in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 53% in SY 2024-25 to 63% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of classroom teachers will implement Caring Schools with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

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

“We will exceed growth in math and science as evidence by the Educator Value-Added Assessment System”



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	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:

As of June 2025, growth was made in both reading a math. Overall we saw a 6% increase in our GLP in math and a 5.2% increase in math GLP. We also saw an increase of 7.9% for our EC students in reading proficiency. Our science data indicated a 10% decrease in GLP to 49%.

One success this past year was our continued focus on intentional planning time. Throughout the year, we provided teachers with ample opportunities to discuss student data and plan lessons collaboratively. We also added an additional planning session specifically focused on small group instruction to ensure those lessons were appropriately targeted. Teachers had a 3 hour planning time, every third week for pacing and resource collection.

A challenge associated with the indicator was the lack of consistency of small group lesson plans. While time was allotted for planning, the lessons were not always adjusted to meet students' evolving needs or updated weekly to reflect student growth.

Looking ahead to the 2025–2026 school year, we will implement more academic monitoring strategies. These will provide teachers with additional data points, that enable frequent adjustments to instruction based on student performance and progress.

Our SIP Goals that align to this indicator are:

The percent of 3rd-5th 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 17.7% SY2024-25 to 28% in SY2025-26.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26.

Limited Development
09/07/2023

How it will look when fully met:	The PLC framework will be adjusted to ensure the unpacking of standards, scaffolds and rigor, and the implementation of academic monitoring. The principal will model the PLC framework for all coaches. Teachers will unpack standards during PLC, analyze data, and develop individual student learning plans based on the information discussed and reviewed. Teachers will be experts on the curriculum supported by coaches and this will translate into internalized lesson instruction. By the end of the year we are hoping to identify teacher leaders that have the knowledge and capacity to take the lead in PLCs and assist in making decisions that drive instruction and help our students exceed expectations.		Dana Pecarro	06/30/2026
Actions		0 of 4 (0%)		
8/7/24	Principal will create a schedule that provides teachers with a 3 hour planning session every three weeks to provide time for teachers to pace out core curriculum, analyze assessments, and ensure standard aligned instruction. (Goal 1&2, Guardrail 1&4)		Victoria Bailey	10/20/2025
<i>Notes:</i>				
12/3/24	Principal will monitor and ensure that PLCs meet for each content area twice a week. 45 minutes will be for core instruction, unpacking standards, and determining high leverage instructional moves, rigor and scaffolds. The second 45 minutes will be designated for small group instruction. Teachers will bring exit ticket data and analyze for student misconceptions and reteaching during small group instructional blocks.		Katie Bryson	12/01/2025
<i>Notes:</i> Dec 2024: Planning time has been allotted in master schedule Planning framework and agendas have been designed and are being implemented Teachers meet once a week for 50 minutes for each content area and every third week for 180 minutes for general planning. In addition, teachers have an additional 75 minutes of general planning a week.				
9/16/23	Teachers will analyze weekly exit ticket data to maximize the effectiveness of the differentiated small group instruction, by creating reteaching plans for student misconceptions. (Goal 1&2, Guardrail 1)		Victoria Bailey	06/30/2026

Notes: February 2024

- *Weekly plannings provide time for teachers to analyze exit ticket and other assessments to develop instructional plans and adjust teaching
- *3 hour plannings every three weeks allow teachers to adjust pacing and plan out instruction based on assessment data
- *full day plannings have provided opportunity for teachers to analyze MAP, EVAAS, and MVPA data to determine small group instruction plans.

June 2024

Implemented an additional day of planning specific to data analysis to drive small group instruction
Continued to analyze assessment and exit ticket data
Collaborated with DUSI team to analyze district assessments and EVAAS to intentionally plan instruction and meet individual student need

Jan 2025: Exit ticket data is being reviewed weekly. Differentiated small group plans are being written based on student needs.
Action plans have been created by each teacher to help further address student misconceptions based on current data.

April 2025: Exit ticket data is being reviewed weekly. Differentiated small group plans are being written based on student needs.
Action plans have been created by each teacher to help further address student misconceptions based on current data.

9/22/23

Administration will work with instructional coaches to implement the Get Better Faster, coaching and feedback model and use the data gleaned to improve planning. Changes will be made to planning based on grade level trends that are discovered during walkthroughs and coaching sessions. (Goal 1&2, Guardrail 1&4)

Dana Pecarro

06/30/2026

Notes: February 2024

- *Admin team and 2/3 coach attended GBF training
- *Each team member is modeling the practice with an additional coach
- *Coaches are working to identify high leverage moves to support teacher growth

June 2024

- Admin team continued to attend GBF training
- *Each team member is modeling the practice with an additional coach
- *Coaches are working to identify high leverage moves to support teacher growth

Jan 2025: Relay training has been completed by Administration
Administration and coaches continue to work together to identify high leverage moves to support teacher growth.

April 2025: Relay training has been completed by Administration
Administration and coaches continue to work together to identify high leverage moves to support teacher growth.

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:

As of August 2025, there was growth in both reading a math this school year. Overall we saw a 6% increase in our GLP in math and a 5.2% increase in math GLP. There was an increase of 7.9% for our EC students in reading proficiency. Our science EOG GLP scores declined by 10% to 49%.

A success last school year was the refined coaching structure. At the beginning of the year, members of the Instructional Leadership Team (ILT) were assigned specific staff members to coach. Starting this process early allowed us to monitor classroom instruction and begin supporting teachers earlier in the school year, leading to more timely instructional improvements.

A challenge this school year was the consistency of our walkthroughs. Due to frequent staff absences, it was difficult to consistently visit classrooms and provide regular feedback.

Looking ahead to the 2025–2026 school year, we will build on our strong coaching plan and make small adjustments to ensure greater consistency in classroom visits and feedback for teachers. A walkthrough form will be used during each visit and in the moment feedback will be provided. This will be in addition to model lessons and PD. In addition, admin will attend all PLC meetings, actively participate providing feedback and suggestions both during the meeting and after to coaches.

Our SIP Goals that align to this indicator are:

The percent of 3rd-5th 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 in SY2023-24 to in SY20245-25 and 50% in SY2023-24.

and

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-2025.

As of June 2024 our 17% of our 3-5 grade students were College and

Limited Development
07/30/2024

Career Ready in literacy, indicating a slight increase of .7%. As of August 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

Reflecting on our goals for this indicator, our Instructional Leadership team met regularly to discuss data and curriculum implementation, and provide feedback to teachers to improve the effectiveness of instructional practices. Based on the Teacher Working Conditions Survey, over 95% of staff felt that feedback provided was focused on his/her performance, which was 9% higher than the state average. In addition, 91% of staff felt that feedback they received provided specific ways to improve his/her instruction and 91% of staff felt this led to positive changes in the classroom.

Our success came from the collaboration and analysis of preliminary data conducted by the ILT. This resulted in intentional and strategic adjustments in math and science instruction. In science, additional district support was allocated to support planning, pacing and a focus on vocabulary and supplemental resources. In math, staff were reallocated to provide intentional support and a schoolwide focus was placed on ensuring all components of the curriculum were implemented with fidelity.

A challenge we anticipate facing next year is maintaining a consistent walkthrough schedule. This year a schedule was developed and walkthroughs were conducted, but the schedule was not followed consistently to ensure that all teachers were receiving timely and intentional feedback.

For the 24-25 school year we will create and maintain a consistent walkthrough schedule. This will ensure that all teachers receive feedback that will drive coaching and necessary supports. Coaching caseloads will be established to ensure that specific leadership team members are providing support that is intentional and based on data gleaned from walkthroughs.

<p>How it will look when fully met:</p>	<p>Once this objective is fully met: EOG scores will result in 10% increase in GLP and CCR and 75% of students in K-3 will be benchmark according to DIBELS. In addition, teachers will receive weekly and biweekly walkthrough feedback on the JH Gunn feedback form to improve instructional practice and coaches will meet with teachers weekly to follow up on walkthrough feedback and implementation of suggestions. ILT members will consistently meet with the principal to review coaching caseloads, trends and next steps to improve instruction in the classroom. The principal/admin will attend PLC meetings and debrief with coaches to ensure that PLCs are focused on unpacking standards and data in a timely manner and that instruction planned is not only standard aligned, but relevant to the students. All of this will result in instruction that meets the individual needs of students, provides supports and scaffolds as necessary to ensure all students access to the curriculum and ensure positive student learning outcomes.</p>		<p>James Fitzgerald</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/3/24</p>	<p>The principal creates a walkthrough form and coaching schedule that ensures timely feedback to teachers to improve teacher practice and yield positive student learning outcomes.</p>		<p>James Fitzgerald</p>	<p>10/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/3/24</p>	<p>The principal and administration will develop a coaching framework that ensures coaches use the Get Better Faster model, focusing on high leverage coaching points and a gradual release model to improve teacher practice and yield positive student outcomes. (Goal 1&2, Guardrail 1)</p>		<p>Victoria Bailey</p>	<p>06/30/2026</p>
<p><i>Notes:</i> January 2025: Principal has outlined a coaching framework and shared with the ILT All teachers have an identified coach and meet with that coach based on need. Coaching logs are maintained and walkthrough and coaching data are used to determine high leverage coaching needs and teachers are currently coached through a gradual release of responsibility. April 2025: Principal meets biweekly with instructional coaches Discuss coaching caseloads and action steps Walkthrough forms and logs are used to document next steps</p>				

9/6/24	ILT will monitor the implementation of all CMS curriculums through weekly walkthroughs, PLC agendas and lesson plans, providing timely feedback to teachers. (Goal 1&2, Guardrail 1&4)		James Fitzgerald	06/30/2026
<p><i>Notes:</i> As of December 2024, the ILT conducts weekly walkthroughs of all classrooms to ensure the use of the CMS provisioned curriculum. Additionally, PLC agendas are sent to teams ahead of time for review, and lesson plans are reviewed weekly for completion and rigor.</p> <p>January 2025: ILT continues to conduct weekly walkthroughs collectively and individually to monitor implementation of curriculum. Walkthrough data is collected through a google form. PLCs discussion is focused around curriculum implementation and lesson plans are monitored by coaches.</p> <p>April 2025: ILT continues to conduct weekly walkthroughs collectively and individually to monitor implementation of curriculum. Walkthrough data is collected through a google form. PLCs discussion is focused around curriculum implementation and lesson plans are monitored by coaches.</p>				

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

Initial Assessment:

During the 2024–2025 school year, data was used more effectively to drive instruction. Teachers were provided additional planning time, which supported opportunity to dive deeply into individual student data and meet the individual needs of students.

Success related to this indicator was implementation of our data planning process. Teachers collected weekly and daily exit tickets that were analyzed during planning time to create small group plans. In addition, teachers used 3 hour planning time to analyze unit and benchmark assessments to group students and monitor progress.

However, our MTSS process for referring students for intervention was not timely. Data should be reviewed more frequently to determine students that are not progressing so they can receive immediate support.

Looking ahead to the 2025–2026 school year, we aim to increase the consistent use of academic monitoring in classrooms. Doing so will allow teachers to collect in the moment data, make immediate instructional adjustments and reteach as needed to better support student learning.

Our SIP Goals that align to this indicator are:

The percent of 3rd-5th 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 17.7% SY2024-25 to 28% in SY2025-26.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25 and SY2025-26.

Limited Development
09/07/2023

<p>How it will look when fully met:</p>	<p>When fully implemented coaches will meet with admin biweekly to determine coaching plans for teachers to improve practice based on walkthrough data. This work will be followed up by continued walkthroughs and meetings with coaches and teachers where weekly, and informal and formal data is reviewed. During PLCs coaches will help facilitate discussion around the analysis of recent data. Data from walkthroughs and gaps in student instruction will then drive decision making for schoolwide, grade level and individual PD.</p>		<p>James Fitzgerald</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/16/23</p>	<p>Administration will create a schedule that allows grade levels to have one 3-hour long range planning PLC a month, to discuss the standards and plan out instruction for the coming month for both whole group and small group instruction, a 45 minute core planning time for each content and a 45 minute data planning session for each content. (3rd grade reading, EVAAS)</p>		<p>James Fitzgerald</p>	<p>10/01/2025</p>

Notes: February 2024

*3 hour PLC meetings allow teachers the opportunity for instructional pacing and planning, data dives and PD at least every 3 weeks
Teachers unpack standards, evaluate lessons, develop exit tickets, and analyze data. They develop core and small group lesson plans and determine areas for relooping.

June 2024

*3 hour PLC meetings allow teachers the opportunity for instructional pacing and planning, data dives and PD at least every 3 weeks
Teachers unpack standards, evaluate lessons, develop exit tickets, and analyze data. They develop core and small group lesson plans and determine areas for relooping.

June 2024

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June 2024

*3 hour PLC meetings allow teachers the opportunity for instructional pacing and planning, data dives and PD at least every 3 weeks
Teachers unpack standards, evaluate lessons, develop exit tickets, and analyze data. They develop core and small group lesson plans and determine areas for relooping.

9/16/23	Coaches will facilitate weekly data meetings discussing exit tickets and assessment data. Following discussion changes will be made to ensure high quality differentiated instruction is being provided to all students. (3rd grade reading, EVAAS)		Dana Pecarro	06/30/2026
<p><i>Notes:</i> February 2024 *Weekly PLC meetings provide opportunity for teachers to analyze exit ticket data. Teachers unpack the standard assessed, identify misconceptions, determine students that need reteaching, materials and needed, resources and scaffolds, and when instruction will occur.</p> <p>June 2024 *Weekly PLC meetings provide opportunity for teachers to analyze exit ticket data. Teachers unpack the standard assessed, identify misconceptions, determine students that need reteaching, materials and needed, resources and scaffolds, and when instruction will occur.</p> <p>Jan 2025: Exit ticket data is being reviewed weekly. Differentiated small group plans are developed based on data gleaned. Various resources are being utilized including CMS ML Language and Vocabulary supports, and Advanced Studies materials to meet the needs of all students.</p> <p>April 2025: Exit ticket data is being reviewed weekly. Differentiated small group plans are developed based on data gleaned. Various resources are being utilized including CMS ML Language and Vocabulary supports, and Advanced Studies materials to meet the needs of all students.</p>				

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

Initial Assessment:

J.H. Gunn has an established Multi-Tiered System of Supports (MTSS) process. This includes monthly grade level meetings and monthly MTSS leadership team meetings to review interventions and address student concerns. Additionally, there is a dedicated intervention block built into the master schedule to meet student needs.

During the 2024-2025 school year, Tier 1 instruction was monitored through PLCs and classroom walkthroughs. Tier 2 students were supported by academic coaches and data analysis and progress monitoring review was conducted during PLC meetings.

Although there is an established MTSS framework, we struggled last year year to consistently provide interventions and monitor student progress. Upon reviewing data, not all teachers consistently delivered interventions or submitted progress monitoring data points, limiting the ability to get a full picture of student growth. Staffing challenges hindered our capacity to deliver interventions to all students in need.

Looking ahead to the 2025–2026 school year, we plan to improve the consistency of progress monitoring to ensure accurate and reliable data. Additionally, targeted support will be provided to ensure interventions are implemented with fidelity across all classrooms. In addition, a Title I Tutor was hired to help implement consistent interventions.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>A strong framework for MTSS will include a consistent meeting structure: Including monthly meetings that include family/parents and all key stakeholders. It is imperative during these meetings that staff are prepared with consistent progress monitoring data and information about the whole child.</p> <p>The MTSS process should include a strong Tier 1. PLCs should unpack standards and discuss supports and scaffolds for students to ensure that students are successful and able to meet the learning targets. PLCs and the ILT should collaborate and use timely data to ensure that student needs are identified and both behavioral, social and emotional, attendance, and academic needs are identified. Teams should collaborate and discuss interventions according to the CMS Standard Treatment Protocol and ensure a plan is developed to implement and monitor the intervention. Teams should consistently monitor the Tier 2 interventions and determine when Tier 3 is needed. At this time, teams, including all stakeholders should reconvene to determine next steps including additional intensive interventions.</p> <p>The MTSS Leadership Team should meet monthly to review the MTSS process to ensure that students are monitored and receiving interventions with fidelity. In addition, the team should make sure that all aspects of the student's needs are evaluated and all stakeholders are involved in the process and decision making.</p>		<p>Victoria Bailey</p>	<p>05/31/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>7/25/24 PLCs will establish a clear teaming structure with assigned roles and responsibilities, a consistent meeting schedule and agenda, to discuss student specific intervention and progress monitoring data for student intervention data. Data will be reviewed monthly to ensure students are progressing and interventions will be adjusted , if needed, to ensure positive learning outcomes. (FAM-S3)</p>		<p>James Fitzgerald</p>	<p>06/01/2026</p>
<p><i>Notes:</i></p>				
	<p>7/25/24 Principal will allocate staffing to provide K-5 math, reading, and behavior interventions for students on Tier 2 and/or Tier 3 plans to support students not working on grade level expectations. Teacher assistants will be trained in interventions based on the Standard Treatment Protocol and assigned grade levels to provide targeted support across the grade level. (Goal 1&2. Guardrail 1)</p>		<p>Dana Pecarro</p>	<p>06/01/2026</p>

Notes: Dec 2024: The MTSS leadership team continues to monitor students in reading, math and behavior who meet qualifications for Tier 2 and Tier 3 interventions. The MTSS leadership team meets monthly to ensure the appropriate interventions are being implemented and students are being progress monitored according to the STP.

Jan 2025

MTSS meetings are held monthly to discuss interventions needed, ensure appropriate interventions are implemented for those students with a need, with fidelity and progress is monitored. Coaches monitor and track the fidelity of the intervention and progress monitoring.

April 2025

MTSS meetings are held monthly to discuss interventions needed, ensure appropriate interventions are implemented for those students with a need, with fidelity and progress is monitored. Coaches monitor and track the fidelity of the intervention and progress monitoring.

9/2/25 Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Michelle Jackman

06/01/2026

Notes:

9/23/25 Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Victoria Bailey

06/01/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 25, we have successfully established a master schedule designed to maximize the amount of planning time teachers receive each week. This time has been used to allow teachers to plan lessons, analyze data, and collaborate on instructional strategies. Additionally, we have leveraged Title I funding to enhance the instructional impact of our staff.

Successes tied to this indicator include the use of Title I funds to purchase supplemental instructional materials and support staffing needs. With these funds, we hired highly qualified Teacher Leader Partners (TLPs) who have made a positive impact on student learning. We also purchased i-Ready books to help 3rd–5th grade students prepare for end-of-year assessments.

One challenge related to this indicator was the effectiveness of the increased planning time. While teachers had ample time set aside for planning, the scheduling of that time was not always optimal. Additionally, some teachers expressed dissatisfaction, feeling that there was too much planning time or that it was not used efficiently.

As we move into the 2025–2026 school year, we aim to continue maximizing the use of our Title I funding to support staffing and provide supplemental resources. Additionally, we will work to fine-tune the planning schedule to ensure it is more effective and better aligned with teacher needs.

This indicator aligns with CMS goals 1 and 2 and FAMs 29.

The master schedule includes time for each grade level to content plan for 50 minutes each week, and pace out curriculum and standard aligned lessons. In addition, teachers meet with facilitators every three weeks for three hours to unpack upcoming lessons and standards. Facilitators lead intentional PLCs discussion around best practices and strategies to support instruction and design rigorous and standard aligned lessons. EC, ML and TD teachers attend PLC meetings and are able to provide resources and scaffolds for students impacting positive student outcomes so that the percent of 3rd-5th grade students combined who score at the College and Career Ready (CCR) level -- a 4

Limited Development
07/25/2024

or 5 -- on the English Language Arts (ELA) EOG will increase from 17% in SY2023-24 to 23.6% in SY2024-25 and 29% in SY2025-26. Additionally it will help us to increase percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 56.7% in June 2023 to 91% by June 2029. The school administration struggled with teacher walkthrough schedules in 23-24. This included providing consistent feedback to teachers and resulted in delayed instructional support. Although ILT met consistently with administration, some of the feedback from the administrative team was delayed while instructional coaches provided consistent input.

How it will look when fully met:

- 100% of certified staff will teach standard aligned units to ensure that 2025-26 goals are met:
- 75% of K-2 students will achieve an at or above grade level benchmark score on EOY DIBELS.
- JH Gunn will exceed growth for the 2025-26 SY
- EOG Reading CCR percentage will increase from 17.7% to 27%
- EOG Math GLP percentage will increase by 10%
- Classroom instruction will include small group and whole group teaching daily based on student data and the NCSCOS. This includes appropriate pacing and appropriate use of provisioned resources.

Dana Pecarro

06/01/2026

Actions

2 of 6 (33%)

7/25/24 Principal will use Title I funds to pay supplements to hire highly qualified TLP teacher leaders who will positively impact student achievement and coach and lead PLCs and new teachers.(Goals 1, 2 and FAMS-29)

Complete 01/01/2025

Dana Pecarro

01/01/2025

Notes: Jan 2025: Principal used funds to hire and retain 7 TLP teacher leaders (4-MCL's, 2-EIT 3, 1-EIT 2). These teacher leaders positively impact student achievement by pulling additional small groups and leading PLC's to support teachers.

7/25/24 ILT and teachers will collaborate at least 90 minutes per week, per content area (and 3 hours every 3 weeks) to unpack standards and curriculum, analyze data, and develop lessons that meet the individual needs of students. (Goal 1, 2 FAMS- 29)

Dana Pecarro

06/01/2026

Notes: Dec 2024: K-3 has 300 minutes of structured PLCs and 180 minutes every 3 weeks
4-5 has 100 minutes of structured PLCs and 180 minutes every 3 weeks

12/3/24	Implement a skill build for K-2 that includes and extra 10 minutes of direct instruction in phonemic awareness, encoding, decoding and fluency, modeled by the principal and progress monitored by K-2 coaches	Complete 12/02/2024	Dana Pecarro	06/01/2026
<i>Notes:</i> Dec 2024: Skill build is implemented in all K-2 classes and is being progress monitored by coaches and feedback provided through walkthroughs.				
3/24/25	Allocate Title I funding to purchase professional text (\$1,199) for staff. Titles purchased (The Excellent 11 by Ron Clark, and Dare to Lead by Brene Brown) will be used for teacher and coach books studies. How will the goods or services impact student achievement and how will the success of this request be measured? Texts purchased will improve teacher practice. Teachers will gain insight and coaching into how to motivate and inspire students and enrich the learning experience. This will help ensure that teachers capitalize on the minutes in the instructional day and strategically use relationships to drive student success. Student progress will be measured through district benchmark assessments and EOY state assessments.		Dana Pecarro	06/01/2026
<i>Notes:</i>				
9/23/25	Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Dana Pecarro	06/01/2026
<i>Notes:</i>				
7/25/24	Principal will use Title I funds to purchase an additional classroom teacher and Title 1 tutor to ensure individual student needs are met. (Goals 1, Goals 2)		Dana Pecarro	06/01/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		As of June 2025, we have maintained consistent communication with	Limited Development 07/29/2024		

our families. Both administration and teachers have regularly shared updates through printed flyers, ParentSquare, and the school Facebook page. Communication has been provided in both English and Spanish to ensure accessibility for all families.

Successes from the 2024-2025 school year include hosting the Spring Fling Art and EOG Night and the Sneaker Ball. Our School Improvement Team (SIT) also resumed in-person meetings, helping to support parent involvement.

Challenges included low parent participation in academic events and inconsistent attendance at SIT meetings throughout the year.

During the 2025–2026 school year, parent engagement is a focus. We will continue using the Ron Clark House System, SIT, and school events, to attract a more parents and families to become involved in school activities.

JH Gunn uses a variety methods for consistent communication with families. These include flyers in English and Spanish, ParentSquare, and Facebook. In addition, family events are held throughout the year to engage parents in the school building and help parents assist their students at home with academics. These include, Open House, Title I Curriculum Night, a Spring Fling, and a Winter Wonderland, Other events are held to allow families the opportunity to socialize and engage with teachers and staff more informally including a Sneaker Ball and Fall Festival. Coffee chats and parent conferences are held throughout the year so parents can meet with administration and teachers individually and in smaller sessions to learn more about their child's progress, the school's goals and outcomes and new initiatives. The school struggled with parent involvement outside of school wide functions durint the 23-24 school year. The PTA was in its intial stages last year and has been grappling with low membership numbers, struggling to engage parents and fill key volunteer positions for the upcoming school year. In addition, our School Improvement Team found it difficult to solicit parents and increase involvment in important decision making. Moving to the 24-25 school year, we are looking to increase our parent engagement through the implementation of the Ron Clark House System. This system includes a large parent

involvement component that brings families into the school house and encourages engagement in various ways. These include house meetings, celebrations, and other family specific events, all during which we can recruit parents for other involvement opportunities.

How it will look when fully met:

Communication will continue to be sent in a variety of ways to families to share important information regarding school events, academics, and testing. These will be translated in both English and Spanish and shared through ParentSquare, the School Facebook pages, and Printed Flyers. Teachers will communicate to families at the beginning of the year to build a positive rapport, host an Open House, and ensure a personalized, face to face meeting with each parent for fall conferences.

Parents will be invited to MTSS meetings as part of the decision making team to determine next steps for students in need of academic or behavioral interventions.

Dana Pecarro

06/30/2026

Actions

0 of 4 (0%)

7/29/24

Principal will send weekly updates to families via Parent Square regarding academic updates, school events, and important information. These updates will provide opportunities for parents to learn about what is going on in the school and partner with the school and classrooms to further learning while students are at home. (Guardrail 3)

Dana Pecarro

06/01/2026

Notes: Jan 2025: Updates are sent out on a weekly basis to parent via Parent Square. Parents are encouraged to participate in other school events, such as House meetings, curriculum nights and other events. All information is sent to families in English and Spanish through a paper flyer and on Parent Square.

April 2025: Updates are consistently sent out through ParentSquare every week. The Principal also uses email, text messages and text to voice to communicate to families important matters. Flyers for important events are sent home and translated. In addition, teachers use ParentSquare on a consistent basis to communicate with families.

7/29/24

Teachers and staff will host 3 curriculum events to assist parents in helping their students with academics at home. (Goal 1&2)

Dana Pecarro

06/01/2026

Notes: Jan 2025: Curriculum Night was cancelled due to a hurricane. Slides from each grade level were sent out via Parent Square.

2 additional events are scheduled for February and April 2025.

April 2025: K-5 teachers held Spring Fling (DIBELS and EOG) night 3/27/25 to discuss EOY testing with families and how to support students at home

8/5/24 Administration will host Coffee Chats, social events, and House Events for families to provide opportunity for parent input, questions and ways to get more involved in the school and House System. (Goal 1&2)

Dana Pecarro

06/01/2026

Notes: School has hosted Open House and Family Game Night to support the House System.

Principal Coffee Chats will be scheduled throughout the year.

3/12/25 Purchase academic agendas to communicate with families regarding student academics
\$968.00
\$1633.89

Dana Pecarro

06/01/2030

Notes: