

Comprehensive Progress Report

Mission:

Our mission at Bruns is to equip students with a quality education through a relentless, positive, rigorous approach, which will empower them to succeed in the community and in the world.

Vision:

Bruns Avenue Elementary School will be a desired neighborhood school of choice, providing a rigorous educational environment that works to meet the needs of all children no matter the circumstance.

Goals:

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. (Aligns to A2.04)

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)

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

CMS Goal 2: Bruns ES will improve the overall 3-5 CCR composite from 10.7% to 18.7% by 2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

CMS Goal 1: Bruns ES will improve the overall DIBELS composite of students at or above benchmark from 51.4% to 58.5% in K-2 grades by 2025-2026.

Guardrail 2 Suspensions for grades 3-5 will decrease from 40% to 30%, by June 2026.

Guardrail 3 The percent of Chronic Absenteeism will decrease from 38.6% in SY 2024-25 to <29% in SY 2025-26.

Guardrail 4 The school will retain 90% of its highly effective classroom teachers through out 2025-26 school year.



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>		Currently Bruns has successfully hired one MCL, two master teachers, and three EITs to support the instructional framework. The school is challenged with the number of beginning and non-traditional teachers (35%). Which requires the ILT to cover core classes. The school has several opportunities as the new teachers are participating Weekly feedback sessions with coaches and are involved with weekly extended planning. Currently is school is using action step trackers that aligns with Get Better Faster Coaching Model.	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		Based on the get better faster scope and sequence 80% of staff will reach phase four implementation in management and rigor. Over 90% of core classes will unpack learning targets and Check for Understanding throughout the lesson. 80% of teacher will implement High Leverage Practices to increase rigor and student discourse.		Nicki Dudley	06/30/2026
Actions			0 of 3 (0%)		
	8/29/25	Ms. Dudley will meet with instructional leaders for coaching once a week to review their upcoming PLC agenda and give feedback on key points to address		Nicki Dudley	10/30/2025
<i>Notes:</i>					
	8/29/25	Get Better Faster and RELAY coaching framework will be used by all instructional leaders to provide targeted feedback aimed at improving instruction. All ILT members will have an assigned coaching caseload, outlined in the TRAD Plan attached to supporting documents.		Cynthia Handog	10/30/2025
<i>Notes:</i>					

8/29/25	Ms. Dudley will oversee the Instructional Teams walkthrough schedule to ensure that instructional leaders are conducting bi-weekly documented walkthroughs. Feedback will be given through google form response and next steps for instructional moves will be discussed in PLC. Subsequent walkthroughs will specifically look for the execution of those instructional moves.		Nicki Dudley	10/30/2025	
<i>Notes:</i>					
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>		<p>As of June 2024 we have made some progress, we met growth at 31% but did not meet our proficiency goal. We have an overall composite score consisting of GLP 26.1% and CCR 10.7%. The district provides an Assistant Superintendent that serves as the principal's direct supervisor and support contact. Performance Community E conducts learning walks and are on-site regularly for support and feedback. Principals are required to present their progress on school improvement implementation to receive feedback on next steps for continuous improvement.</p> <p>As of June 2024 the successes we experienced related to this indicator in meeting our is that the learning community provides support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. Performance Community E also provides monthly opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices. The school successes is currently having the highest Proficiency in the school's history.</p> <p>As of June 2024 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator is our need for certified teachers and coaching to support core instruction.</p>	Limited Development 09/14/2023		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	When this objective is fully met, the coaching and feedback provided by the Performance Community E support along with the professional development and the recruiting and retaining highly effective teachers in place will result in Bruns Avenue Elementary School no longer having the Low Performing School designation and exceeds growth.			Nicki Dudley	06/30/2026
Actions			0 of 2 (0%)		
9/14/23	Within the 2025-26 school year, our school identified the following resource inequity, human resources, as a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to recruit high quality staff and increase access for all students to highly effective teachers and coaches. (EVAAS, FAM-29, Title 1)			Nicki Dudley	10/30/2025
<i>Notes:</i>					
8/7/24	Our school plans to mitigate the new teacher development inequity, and increase access for all students to highly effective teachers and coaches. For the 2025-26 school year, our school will continue to employ two EIT 2 teachers to be model classrooms for new teacher development (\$4,500 differential + salary, respectively). (EVAAS, FAM-29, Title 1). \$20,500 was allocated to hire a teacher to reduce class size. \$41,642 was allocated to hire a BMT to decrease a reduction in behavior by 35%.			Nicki Dudley	06/30/2026
<i>Notes:</i>					
Implementation:			06/21/2024		
Evidence	6/17/2024				
Experience	6/17/2024				
Sustainability	6/17/2024				

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>		Current practices involve bi-weekly data meeting with the MTSS team. Current success include a reduction in students in Tier III. The said challenge of the school is the loss of the MTSS Facilitator position. The current MCL Facilitator serves as the MTSS Coordinator which provides an opportunity to have a direct correlation to student instructional outcomes..	Limited Development 09/15/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		When full implementation is met then at least 20% of students will move from Tier 2 intervention to Tier 1. Teachers are aware of the MTSS process.		Nicki Dudley	06/30/2026
Actions			0 of 4 (0%)		
	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.		Cynthia Handog	09/30/2025
<i>Notes:</i>					
	8/29/25	MTSS meeting structure and dates will be established for the 25-26 school year. The structure will include an MTSS Leadership Team consisting of the Principal, Assistant Principal, Instructional leaders, counselors, and social worker. This team will meet monthly to review data and progress of interventions. Grade level teams will meet for MTSS the first and third Mondays of each month. Instructional leaders, the grade level counselor, and the grade level admin will attend.		Diana Moats	10/30/2025
<i>Notes:</i>					

8/29/25	Professional Development will lead teachers through how to analyze iReady, MVPA, and DIBELS data. This will be conducted on the 3rd Wednesday of each month. Instructional leaders will then model how to plan small groups reteaching, identifying mastery or lack of mastery. This will take place during weekly PLC meetings and continue using student work analysis. The ILT will use the instructional walkthrough form to measure the effectiveness of the professional development and subsequent small group plans.		Instructional Leaders	01/30/2026
<i>Notes:</i>				
8/29/25	1. Create staggered intervention blocks and develop IA plans for push in support.		Diana Moats	11/28/2026
<i>Notes:</i>				
Implementation:		05/28/2025		
Evidence	5/28/2025			
Experience	5/28/2025			
Sustainability	5/28/2025			

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
<i>Initial Assessment:</i>		<p>As of June 2024 we have an overall composite score consisting of GLP 26.1% and CCR 10.7%, we have not met proficiency based on CMS goals. Decision and action has been aligned to the overall improvement of student outcomes. Grade level Instructional planning is built in the master schedule. Grade levels PreK-5, 90 minute extra planning is weekly. Data planning sessions are held quarterly to review academic and observational data. Each grade level has a content specific facilitator to assist teams and grade level chairs with academic support. Additionally, school-level committees meet the third Wednesday of the month; committees report to the School Improvement Team to align their work to the overall School Improvement Plan (SIP).</p> <p>As of June 2024 the successes we experienced related to this indicator in meeting our goal is that the Leadership Team assesses the effectiveness of teacher practice based on walkthroughs, module data analysis, school surveys, student achievement data, and other data sources. Instructional Leaders plan and support teachers through the EL Curriculum and Open-Up through 90 minute planning meetings.</p>	Limited Development 08/07/2024		
<i>How it will look when fully met:</i>		A variety of team structures will be utilized to maximize instructional time and leverage leadership within the building. Teachers will operate within Professional Learning Communities (PLCs) led by Instructional Leaders to include Multi-classroom leaders (MCLs) and Expanded Impact Teachers (EITs) to plan together. The weekly planning calendar is evidence that teachers work together to plan for all content areas as well as to analyze student data to inform instruction.		Rozanne Crawford-Gerrald	06/30/2026
Actions			0 of 2 (0%)		
	8/29/25	School will increase and protect duty-free planning time for all certified staff by creating a master schedule that will be created to allow weekly 90 minute PLC meetings for each grade level		Nicki Dudley	10/30/2025

Notes: Will revisit to ensure Master Schedule works for all stakeholders.

8/29/25 PLC protocol will be implemented that includes: unpacking standards, modeling key lesson components, analyzing student work samples, and triangulating informal checkpoint data
a. Develop PLC protocol with ILT
b. Guide Staff through PLC protocol
c. Monitor and assess PLCs using the 6 Practices of Highly Effective Planning protocol and Discuss in ILT next steps needed

Cynthia Handog

10/30/2025

Notes:

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
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Initial Assessment:

As of June 2025, minimal progress was made with the implementation of the School Wide behavior plan. The plan was not implemented with fidelity. The 25-26 school year will begin with a relaunch of the school wide behavior plan.

As of June 2024 the successes we experienced related to this indicator in meeting our goal is that the school has adopted the no nonsense nurturing BEAR expectation, classroom teachers reported 85-95% of class meets points weekly goal through Class Dojo. Additionally, the school adopted a built-in time for Crew to support students' social emotional learning. Daily morning meetings in each classroom, teacher and staff modeling of desired behaviors, positive rewards and celebrations of desired outcomes, and student recognition and praise on school news. Further, during the school year, the school made strides in identifying supplemental intervention using the district provided standard treatment protocol.

As of June 2024 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator is the consistent implementation of positive behavior throughout the school and in all classrooms. Use of Class Dojo has been found to be inconsistent while some teachers are more seasoned and intentional in implementing logical consequences and a strong classroom culture than others. Further, there is still a need for restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of Positivity Project across the school. Additionally, a cohort of teachers received extended pay to build and model Crew lessons for daily usage which is aligned school-wide implementation.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year is to increase implementation of EL Curriculum Crew component, Positivity Project, as our school-wide social-emotional learning curriculum. Further, there is still a need for restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of Positivity Project, across the school.

Limited Development
08/07/2024

How it will look when fully met:	<p>There will be school-wide use of Capturing Kids Hearts to positively support students for behavior; every classroom will signify a climate that is conducive to teaching and learning in the building. Instruction will take place with minimal to no disruptions. Most behaviors that occur will be classroom managed behaviors that do not require the support of the Student Support Services team. Teachers will effectively address teacher managed behaviors. Students will have internalized the expectations of the behavior matrix in the classroom and all common activities including entering the classroom, morning meeting, teacher led live lessons, small group and independent work. Staff and student morale will increase. Parent involvement will increase. Students will have a staff member that they are connected with and can reach out to for assistance if needed through the building of relationships. Classrooms will exhibit a familial culture in which students are safe, respectful, responsible and care for each other. Students will be rewarded for positive behavior through tangible and intangible incentives, and the number of out-of-school incidents will be reduced.</p>		Marilyn Pharr	06/30/2026
Actions		0 of 4 (0%)		
9/30/25	<p>\$6,190 of Title 1 funds have been designated for 5th grade students to participate in a field trip to Camp Thunderbird. Students will learn about various ecosystems and habitats. Students will participate in team building exercises that help strengthen teacher/student relationships and build self esteem and engagement.</p>		Marilyn Pharr	10/05/2025
<i>Notes:</i>				
9/23/25	<p>By the end of the school year, the school will ensure that 100% of certified staff receive a minimum of 30 consecutive minutes of duty-free lunch each instructional day to to eat, recharge, and attend to personal needs supports mental health, job satisfaction, and overall productivity.</p>		Nicki Dudley	10/27/2025
<i>Notes:</i>				
8/7/24	<p>As a school-wide model, Caring Schools Curriculum and Capturing Kids Hearts lessons will be implemented during Morning Meetings to positively teach behaviors, to build community and reduce bullying incidents. (SEL, FAM-S 31, Title 1)</p>		Nicki Dudley	10/30/2025

Notes: 06-17-25

The implementation of EL Curriculum Crew component and Positivity Project as our school-wide social-emotional learning curriculum. Further, there is still a need for restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of Positivity Project across the school.

8/7/24

SSPLC will analyze student behavior data and trends to determine areas of need for core behavior structures. (SEL, FAM-S 31, Title 1)

Tonya Riggins

06/30/2026

Notes:

The implementation of restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of Positivity Project across the school.

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>		Current the school has a Partnership with SchermCo which provides opportunities to gather data from families based on their academic and social emotional needs. The school currently host ongoing curriculum events to provide resources and information to families. Class Dojo and Parent Square provided ongoing communication for school new and academic supports and resources. Title I Parent Agreements are provided yearly. The school has had an success of 25% increase in parents attending school events. The school is challenged with getting families to events due to the rising number of McKinney Vento Students. The school has an opportunity to hire a part-time interpreter to help with any language barrier for families.	Limited Development 09/12/2024		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The school will have at least 90% of families connected to Class Dojo for school-wide communications. The school will host at least 5 community/parent events.		Nicki Dudley	05/30/2026
<i>Actions</i>			0 of 4 (0%)		
	8/29/25	A year-long calendar of Family Involvement events will be created and shared with families by Sept. 15th.		Shanita Carter	09/15/2025
<i>Notes:</i>					
	9/17/24	The school administration will meet with teachers to monitor Parent Square connections (FAM-S 3)		Instructional Leaders	06/01/2026
<i>Notes:</i>					
	9/17/24	Hold parent/teacher conferences at least twice a year (fall and spring semesters) to provide updates on student progress and gives supports to families learning at home.		Diana Moats	06/30/2026
<i>Notes:</i>					

9/17/24	The school will host community resources fair that will provide community resources and allow families to learn about ways to become more active within the school. These fairs will also inform parents of our Environmental STEM program in action and continued progress of our STEM focus.		Shanita Carter	06/30/2026
<i>Notes:</i>				
Implementation:		05/28/2025		
Evidence	5/28/2025			
Experience	5/28/2025			
Sustainability	5/28/2025			