

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 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. (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 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. (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)
 - 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 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)
 - We will increase our SWD subgroup performance grade from a F to a D or higher by 2024. (Aligns to A4.01 and D1.02 and CMS Goal 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, we have partially met our goal aligned to this indicator. Our disproportionality rate increased from 28.8% in 21-22 to 55.8% 22-23. Our suspensions also increased from 6 to 32 from 21-22 to 22-23. While our disproportionality increased, our chronic absenteeism decreased from 32.97% in spring 2022 to 28% in spring 2023.</p> <p>Throughout the year, we experienced a variety of successes. We were able to restructure our school-wide behavior expectations and communicate and implement a school-wide class and individual student behavior incentive system.</p> <p>A challenge we face is lowering our disproportionality rate.</p> <p>An opportunity to address this challenge is the implementation of a reset room. This gives students an opportunity to engage in restorative practices with a supporting staff member. Another opportunity is consistently using our updated school behavior matrix. We will also model expected behaviors during school wide meetings.</p>	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		<p>When fully implemented, this will look like teachers following the procedures laid out at the beginning of the school year. We work to redesign our behavior matrix at the beginning of the year and we are looking for teachers to be consistent in the implementation of this matrix. Instructional leadership team is monitoring that these expectations are being kept through walkthroughs, observations and data collection. We sent a behavior matrix home with every student at the beginning of the school year and they are posted throughout the building so that no matter where students are in the building, teachers can reference the matrix. This will also look like, as a school, we are maximizing the effectiveness of our reset room to help deescalate student behaviors thus lower the rate of suspensions and lower our disproportionality rate.</p>		Jennifer Eddins	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/16/23	Monitor the use of the reset room, so that it is being used the right way and is benefitting the students when they use it. (OSS Disproportionality)		Jennifer Eddins	06/07/2024

Notes:

9/16/23 Having grade level behavior expectation meetings at the beginning of the year to ensure all students are aware of the expectations. (OSS Disproportionality)

Jennifer Eddins

06/07/2024

Notes:

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
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Initial Assessment:

As of September, 2023, we increased our 3rd grade ELA CCR for Black and Hispanic students from 13.9 % to 14% for an increase of 0.1% and have partially met our goal of 32.8% CCR. Included in this work was the strategic use of staffing and scheduling to meet the needs of students based on data analysis.

As part of our successes, we also worked on the reorganization of PLCs to focus on small group instruction as well as standard focused lesson instruction and scaffolding. Our refocus efforts led to an increase in school overall EOG GLP by 1.5% and CCR by 4.3%, an increase in reading GLP by 3.5% and CCR by 3.8%, and an increase in Math GLP by 1.7 and CCR by 5.8%. Also, in grades K-3, intensive students were reduced by 1%-43% depending on the grade level.

Moving into the 2023-2024 school year we will be working to ensure a continued targeted focus is in 3rd grade, specifically in literacy for Black and Hispanic students. As a school we are challenged to ensure a consistent coaching plan is in place and additional instructional support for teachers is available so they can provide more individualized instruction to students. We also need to make sure that we are addressing the teachers that we recently hired that are new to the profession and are seeking alternate teaching pathways.

As we move forward there are many opportunities to help us address the challenges ahead. We have realigned the use of our personnel to ensure all grade levels have a content specific coach/facilitator, we will be fully staffed so that no classroom is employed by a substitute or guest teacher. In addition, the master schedule will be designed so that teachers will have a three hour data planning sessions every 3 weeks and we will implement a new PLC and coaching framework schoolwide.

Limited Development
08/11/2022

How it will look when fully met:	100% of the certified staff will teach standard-aligned units to ensure that the 2024 goals are met. All staff will work in teams (PLCs) across grade levels, collaborate, and re-evaluate units of instruction to assure student mastery. All students/support staff are included (EC/ESL/TD). During planning, standards will be unpacked as a team and PLC members will reference the unpacking documents. They will also bring the necessary materials to the meeting and be prepared to discuss best instructional practices. PLC's will discuss assessment/exit tickets/do-nows to ensure assessments provide an accurate representation of student mastery. Each teacher will leave planning with a broad idea of the upcoming lessons.		James Fitzgerald	06/15/2024
Actions		0 of 5 (0%)		
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. This instruction will ensure scaffolding, supported instruction and high engagement. (3rd grade ELA, EVAAS) (FAM-S 29)		Yachannah Galloway	02/28/2024
<i>Notes:</i> Initiated in August 2022 - Math students have been using selected CMS practice problems as exit tickets. This has been used to make adjustments to small groups for reteaching and enrichment. September 2022 - March 2023 - ELA teachers actively monitor students during lessons and/or small group instruction using exit tickets to create accelerated learning opportunities. Done through thumb-o-monitor, think-pair-share, etc.				
8/14/22	Facilitators and MCLs will attend, lead, and/or co-facilitate PLC planning and data meetings. Weekly data meetings will be utilized to analyze data and create reteaching/enrichment plans. Teachers will use a variety of data points for students to monitor student growth and make adjustments to their learning plan. (3rd grade ELA, EVAAS)		Yachannah Galloway	06/01/2024

Notes: We use the CMS data analysis protocol to ensure weekly data meetings are focused and the next steps (action plans) are intentional.

3-hr planning Wednesday (every 3 weeks) will allow time for unpacking unit plans. Weekly PLC will be data focused to form small groups/reteaching/enrichment.

8/14/22 Teachers and students will use individual student data trackers to empower students to monitor their growth and progress, celebrate, and set new goals. (3rd grade ELA, EVAAS)

Yachannah
Galloway

06/12/2024

Notes: September 2022 - March 2023 Teachers are displaying and utilizing interactive data or individual student data with Mastery Connect, mCLASS and NWEA Map goal setting

8/14/22 During PLC planning meetings, teachers will review, collaborate and/or model what curriculum 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. (3rd grade ELA, EVAAS)

Yachannah
Galloway

06/12/2024

Notes: Implemented in August 2022. This has continued through March. Teachers and instructional leaders are reviewing lessons to determine what adjustments need to be made, and to ensure understanding. Standards continue to be reviewed for instructional alignment. November 2022 implemented a new more in depth PLC agenda for literacy to focus on collaboration and/or model of the lessons taught during instruction.

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. (3rd grade ELA, EVAAS, Title I funds)

Yachannah
Galloway

06/12/2024

Notes: September 2022 - March 2023 - MCL modeled small group instruction in 3rd, 4th & 5th with invited PLC's from schools within the learning community for observation and feedback.

February 2023: Adjusted literacy small group K-2 skills lesson plans and 3-5 All block plans in

January based on mCLASS and Module Unit test data.

Small group lesson plans for math have been implemented since August 2022. This has continued through March.

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
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Initial Assessment:

As of September, 2023, we have not met our SIP goal aligned to this indicator. While our overall GLP and CCR composite increased from 31.8 GLP and 15 CCR in 21-22, to 33.4 GLP and 19.6 CCR in 22-23, we did not meet our expected EVAAS growth. We met growth in reading, with a growth index of -0.64. We did not meet the growth index in math with a growth index of -2.30.

In addition to the above, successes, we continued to allocate a specific position that facilitates all interventions and the MTSS platform and provide consistent MTSS training for all staff and monthly MTSS meetings to evaluate the effectiveness of interventions We also were able to address student needs/interventions through Title I Tutors (4) and we increased the number of teachers trained in Orton Gillingham in order to support our students reading below grade level and struggling with foundational reading skills.

Our biggest challenge, as we worked through the MTSS process to support our students academic needs, was we struggled to develop better practices, interventions and progress monitoring for behavior interventions. Some of the interventions prescribed did not meet the needs of our students.

Moving forward opportunities to address these challenge in the 23-24 school year include continuing to use our MTSS interventionist and two counselors to better support the behavior interventions. In addition, we will utilize our Title I funds to purchase tutors who can assist with academic interventions. We will also train our BMT to implement interventions with fidelity and help to progress monitor their effectiveness.

Limited Development
08/11/2022

How it will look when fully met:	When fully implemented, our school will have a fluid MTSS process to meet the needs of our diverse population. There will be a strong focus on student response to instructional practices, core instructional practices with academic interventions for 100% of our students, and more specialized academic interventions for our supplemental students. To support intensive students, individual academic and behavioral plans will be created. Through the use of this MTSS system, we will see an increase in academic achievement and a reduction in behavioral incidents.		Jennifer Eddins	06/15/2024
Actions		0 of 5 (0%)		
8/9/23	Parents will be invited to participate in MTSS meetings to ensure they are included in all academic decisions regarding their child's school experience and provided ample opportunity to give input in the education of their child. (FAMS-3)		James Fitzgerald	02/28/2024
<i>Notes:</i>				
9/6/23	Within the 2023-24 school year, our TSI school will implement the following evidenced-based intervention: leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches to increase overall performance of SWD. (EVAAS, Title I Funds)		Dana Pecarro	06/07/2024
<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. (3rd grade ELA, EVAAS)		Yachannah Galloway	06/09/2024
<i>Notes:</i> An intervention fidelity schedule has been assigned to the MTSS Leadership team. A fidelity checklist has been created and used for intervention fidelity walkthroughs. In February, the ILT revisited school-wide data in order to strengthen core interventions. Ability groups were created and students were assigned to tutors during core small group time. Student's progress of core instruction is monitored weekly and discussed during PLC's with reading, MCL and math facilitators. Students needing an extra level of support are discussed and monitored monthly during Kid Talk meetings with certified staff.				

	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. (3rd grade ELA, EVAAS)		Yachannah Galloway	06/12/2024
	<i>Notes:</i> Monthly Kid Talk meetings have been set to the second week of each month during teacher's planning.				
	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 (3rd grade ELA, EVAAS)		Yachannah Galloway	06/12/2024
	<i>Notes:</i> Started monthly meetings in September. The team continues to meet monthly. An agenda was created to keep everyone focused and to help the team be accountable of follow-up During the first quarter, the team was trained in Branching Minds and transferred the training to Classroom teachers, and certified support staff. MTSS facilitator continues training of BrM and supports staff with what was learned. The standard Treatment protocol was examined at the start of the year and continues to be revisited as supports are created for students who need supplemental and intensive instructional support. In October, the MTSS leadership team discussed school-wide pd goals and materials that support core instruction as well as supplemental and intensive instruction. Kindergarten, second,third grade, and Multilingual teachers have received training in Orton Gillingham.				
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:

As of June 2023, we did not meet our goals aligned to this indicator. According to Panorama data, students' perception of their self-efficacy declined from 54% in the fall 2022 to 51% in fall 2023. As of June 2023, OSS disproportionality increased for Black students from 28.8% in the fall to 54.3% in the spring, thus we did not meet our goal. While our disproportionality increased our chronic absenteeism decreased 4.4% from 32.97 in Spring 2022 to 28.0 in Spring 2023.

Throughout the year, we experienced a variety of successes. We were able to restructure our schoolwide behavior expectations and communicate and implement a schoolwide class and individual student behavior incentive system. We also created a BMT position to provide behavior interventions and support.

Anticipated challenges as we move forward is that sometimes the MTSS behavior interventions do not specifically address student need and that support for our Tier 3 students is inconsistent and specialists are unsure of what next steps should be when interventions are exhausted.

We are excited though about the opportunities to continue to build on the positive incentives already put in place for classes and individual students. We will also be implementing weekly SEL classroom guidance lessons based on Panorama data that will allow our counselors to work to meet the needs of students across the school setting. We have also created a school wide attendance plan to help monitor student attendance.

Limited Development
08/11/2022

How it will look when fully met:	Teachers, counselors, the school social worker, and administrative staff will be intentional about referrals, evaluations, modification/accommodations, and choosing viable solutions to assist our scholars in being successful in the classroom. The Caring Schools Curriculum and the Restorative Practices Relational Tools will be implemented in 100% of classrooms. All new staff members will participate in the CSC training and RPRT training. All teachers will model appropriate behaviors and teach students that everyone has emotions, and different emotions are prompted by different situations. Through this work, we will see the rate of Out-of-School Suspension (OSS) for Black students decrease to 18.8% in 2024 and a positive school environment will be experienced by all students so they feel safe at J.H. Gunn.		James Fitzgerald	06/15/2024
Actions		0 of 5 (0%)		
8/9/23	Educate parents, students and teachers on the JH Gunn behavior matrix at the beginning of the school year and continue to support classrooms and students with positive behavior incentives. (FAM-S 30)		Jennifer Eddins	02/28/2024
<i>Notes:</i>				
8/14/22	Counselors will conduct monthly classroom wellness lessons, small group and individual counseling based on Panorama survey results and student need. (SEL)		Ms. Griffin	06/09/2024
<i>Notes:</i> First quarter, conducted classroom guidance lessons, Self Managing and Self Awareness- Problem Solving Skills with grades K, 2, 4th and SBS. Second quarter- conducted classroom guidance lessons with SBS classes; Perseverance and Learning How To Get Along with Others.				
8/14/22	Counselors will assist with the implementation of intensive behavior interventions while supporting teachers with data collection. (SEL)		Ms. Griffin	06/09/2024
<i>Notes:</i> We meet monthly during Kid Talks. Teachers share behavioral concerns. Some of the students' needs may result in a referral to School-based Mental Health, individual counseling, small groups and/or peer mediation.				
8/14/22	Counselors will support classroom teachers with implementing the Caring Schools curriculum during the Social/Emotional Learning block. (SEL) (FAM-S 31)		Jennifer Eddins	06/09/2024
<i>Notes:</i> Teachers received an overview of the Caring Schools curriculum at the beginning of the year. I have conducted random pop-ins during SEL blocks throughout the month to ensure the lessons are taught.				

8/9/23 Execute a three tiered attendance plan to decrease our chronically absent students by 30% from 2023-24 (EVAAS and SEL)
<https://docs.google.com/document/d/1J4Di1hq5d9mvleAE9IGweuNityD1MzSMgr2TfpbhUT0/edit?usp=sharing>

Jennifer Eddins

06/12/2024

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of September 2023, we have partially met our goal aligned to this indicator. Successes aligned to this indicator are successful middle school meetings with counselors. These meetings helped our students begin to prepare for middle school. They were able to meet staff and pick their schedules at the future school. We also had a successful beginners' night. Our beginner's night was our first impression on our now kindergarteners into the building. We were able to build excitement around kindergarten as well as set important expectations so that everything will run smoothly.</p> <p>Challenges aligned to this indicator were course selection for middle school, as well as grade level transitions.</p> <p>Opportunities to address these challenges include increased communication with parents to promote events. Another opportunity would be to host a Middle school/Magnet school fair, for our parents, so that they know of all the options available for their students.</p>	Limited Development 09/16/2023			
<i>How it will look when fully met:</i>	<p>When fully implemented this will look like all teachers and students feeling comfortable and prepared for the transition at the end of the year. We want to be sure teachers feel informed and prepared for their upcoming students, as well as the students feeling prepared for the next grade. Teachers will establish these rules and routines, setting high expectations for students to follow as well as by teacher implementing the Caring School's curriculum with fidelity. The administrative team will ensure this is happening by conducting morning walks during SEL time, holding grade level beginning of the year meetings and encouraging teachers to collaborate across the grade level so that all teachers have the same expectations of their students. Also, when fully implemented we will host a middle school/ magnet school fair, to help our 5th graders prepare for middle school as well as expose students and parents to the various opportunities offered by the district.</p>		James Fitzgerald	06/15/2024	
Actions			0 of 2 (0%)		
	9/18/23	Host a Middle school/ Magnet fair night to promote and inform our parents of other opportunities for their students. (SEL)		James Fitzgerald	02/28/2024
<i>Notes:</i>					

9/22/23	At the End of the year, after all testing has been completed, we will host a grade level meet and greet, where students can meet and ask questions of the teachers, they will have the following year. (SEL)		Jennifer Eddins	06/07/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>As of September 2023, we have partially met our goal aligned to this indicator. This is evident by 85% teachers agree (from 78% in fall) get enough feedback on instructional practice and 78% teachers agree (from 66% in fall) feedback get from being observed helps improve student outcomes.</p> <p>A success aligned to this indicator is our consistent PLC meeting time, where we discuss data, walkthroughs and teacher coaching points, to ensure our students are receive high level instruction.</p> <p>A challenge we may face will be ensuring that the instructional leadership team follow through and is consistent in completing their classroom walks.</p> <p>An opportunity to address this challenge is the restructuring our instructional team staff to maximize the support provided to teachers. We have utilized the TLP program to increase teacher access to effective coaches. In addition, we will engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices.</p>	Limited Development 09/07/2023		
How it will look when fully met:			When fully implemented, this will look like instructional coaches spending meaningful time in classrooms, so that they are able to provide high quality feedback using the Get Better Faster coaching model. Being in the classroom's more will also give them the opportunity to keep staff accountable and ensure we are consistently meeting the high standards set at the beginning of the year. This will also look like increasing the capacity of our TLP teachers and giving them leadership opportunities.		Dana Pecarro	06/15/2024
Actions				0 of 2 (0%)		
	9/16/23	Create and consistently implement a walk-through schedule that allows the instructional leadership team the opportunity to be in classrooms multiple times a week. (EVAAS, 3rd Grade ELA)			Dana Pecarro	06/07/2024

Notes:

9/22/23 The administrative team will train all instructional coaches on the Get better Faster coaching model, so that as a school we can increase our capacity to deliver high impact coaching to all staff. (EVAAS, 3rd Grade ELA)

Dana Pecarro

06/07/2024

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

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
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Initial Assessment:

As of September 2023, we have partially met our goal aligned to this indicator. This is evident by 71% (43% in fall) of teachers indicating they are satisfied with support receive at school for instructional planning. In addition, 79% (46% in fall) of teachers agree with statement, "I have ready access to content experts with deep subject-area knowledge to support my instructional planning."

A success aligned to this indicator is changes the were made in the master schedule to open up the opportunity to provide teachers with a three-hour planning block once a month to unpacking the coming lessons. During this 3 hour planning, teachers work to master the standards by analyzing them and completing some vertical planning. This change allowed the weekly PLC's to focus more on data and differentiating instruction based on that data.

A challenge we face is providing more highly effective, consistent support while in PLC's and creating standards-aligned small group plans.

An opportunity to address this challenge is the restructuring of PLC to ensure weekly planning to review data, so that individualized instruction can be provided to all students. This will allow teacher the time to analyze data, confirm with teammates and share resources to provide high quality instruction.

Limited Development
09/07/2023

How it will look when fully met:	When fully implemented, this will look like our instructional coaches using the Get Better Faster model to help our teachers grow in the practice. Using this coaching model we are hoping to continue to increase our teacher support percentage. This will also look like teacher becoming mastering the standards they teach over familiarity of the current curriculum. When the teachers master the standards, they will be able to elevate their teaching and help their students grow even more. By the end of the year we are hoping to identify teacher leaders that have the knowledge and capacity to take the lead in PLC's and assist in making decisions that drive instruction and help our students learn.		Dana Pecarro	06/15/2024
Actions		0 of 2 (0%)		
9/16/23	Teachers will dive deep into data on a weekly basis so that they can maximize the effectiveness of the differentiated small group instruction. (EVAAS)		James Fitzgerald	06/07/2024
<i>Notes:</i>				
9/22/23	Administration will work with instructional coaches to implement the Get Better Faster, coaching and feedback model. (3rd grade ELA, EVAAS)		Dana Pecarro	06/07/2024
<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
Initial Assessment:		As of June, 2023, we increased our 3rd grade ELA CCR for Black and Hispanic students from 13.9 % to 14% for an increase of .1% and have partially met our goal of 32.8% CCR. Spring Insight Survey data from Spring 2019 to Spring 2023 indicates an overall increase of .4 for “Observation and Feedback” from Spring 2019 to Spring 2023 Teachers perception of observations and feedback increased in the following areas: Regularly discuss feedback about my teaching with an instructional leader (64% to 70%) ; when I get feedback, I get support to implement those changes (67% to 78%), and feedback I get from being observed helps me improve student outcomes (69% to 85%). Throughout the year, we did experience other successes. We saw an increase in school overall EOG GLP by 1.5% and CCR by 4.3%, increase in reading GLP by 3.5% and CCR by 3.8%, and increase in Math GLP by	Limited Development 08/11/2022		

1.7 and CCR by 5.8% and overall, and in grades K-3, intensive students were reduced by 1%-43% depending on the grade levels. In addition, we established a consistent understanding of math and literacy curriculum across the school setting. Our new instructional team has changed the structure of walkthroughs to provide teachers with glows and grows in addition to Core Action Walkthroughs and ensure that feedback is provided in a timely manner. The admin team has increased their walkthroughs and been more intentional about the times and contents areas for their walks and the ILT team created full day data sessions for grades 3-5 to review data and determine reteaching, and individual student instructional needs.

As we move forward into the 2023-2024 we anticipate some challenges. With a new instructional leadership team and coaching team we need to develop a new coaching framework and a new PLC framework that focuses on ensuring student access to grade level standards and scaffolds and supports that ensure access for all students.

Amongst our challenges, there are also great opportunities. We will realign the use of our personnel to ensure all grades have a content specific coach/facilitator and that each grade level is fully staffed by a certified teacher. We will also have a redesigned master schedule to provide 3 hour data review for teachers every 3 weeks and redesigned and consistent plans for planning, coaching and professional development.

How it will look when fully met:

When full implementation occurs, the administrators will give honest, supportive, and frequent feedback to teachers. Feedback will occur on a weekly basis for all teachers. Teachers will actively participate in coaching conversations around areas of strength and growth. Furthermore, teachers will implement suggestions and have an authentic dialogue about what is working well and what areas of growth are needed. Teachers will receive celebrations for accomplishments and strong performance. Teachers will also receive instructional support in areas where growth is needed. Feedback will be provided in small, manageable chunks based on the Instructional Coaching Model "Get Better Faster." At full implementation, walkthroughs will occur on a weekly basis and follow-up walk-throughs will be scheduled to progress monitor the implementation of the feedback.

Dana Pecarro

06/15/2024

Actions		0 of 3 (0%)		
8/14/22	Coaches will provide feedback in small, manageable chunks through the use of our Google Doc. walk-through form. This is so teachers can make immediate changes to their instructional practice. (EVAAS)		Dana Pecarro	02/28/2024
<i>Notes:</i> Weekly-Team is using core walkthrough forms February- Principal and admin working to create a new walkthrough form through google				
8/14/22	The Administrative Team will meet calibrate and discuss core action walkthroughs, observations/evaluations and the teacher's instructional needs in order to determine high leverage coaching points for teachers. (EVAAS)		Dana Pecarro	06/09/2024
<i>Notes:</i> The administrative ILT team completes 2 Core Action walkthroughs a week. The Core Action walkthrough is also part of our calibration. We use glows and grows data to determine which teachers need more support and what supports are needed.				
8/9/23	Monitor the implementation and effectiveness of FAM - S actions during walkthroughs. Walkthroughs will be scheduled to include classroom visits and feedback as needed. (FAM-S, EVAAS, 3rd Grade Reading)		Dana Pecarro	06/12/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		<p>As of September 2023, we have partially met our goal aligned to this indicator. While our overall GLP and CCR composite increased from 31.8 GLP and 15 CCR in 21-22, to 33.4 GLP and 19.6 CCR in 22-23, we did not meet our expected EVAAS growth. We met growth in reading, with a growth index of -0.64. We did not meet the expected growth in math with a growth index of -2.30.</p> <p>A success aligned to this indicator is the redesign of our mastery schedule to include extended planning sessions every 3 weeks for all grade levels.</p> <p>A challenge aligned to this indicator is ensuring that instruction is standard aligned and that teachers are consistently utilizing district resources to differentiate instruction for students in response to data.</p> <p>Opportunities within this indicator include restructuring of personnel to include the addition of math coaches, support from district math specialists and the DUSI team to analyze instruction and assessment and plan accordingly.</p>	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		When fully implemented this will look like teachers having a strong understanding and knowledge base of the standards. Instruction will be based on the standards and utilizing various resources like curriculum and district resources to help teach the standards. It will also look like, as a school, we are using various data points and the analyzation of data on a weekly basis to ensure that we are maximizing our small group instruction to help students grow.		James Fitzgerald	06/15/2024
Actions			0 of 2 (0%)		
	9/16/23	Grade levels will have one 3 hour long range planning PLC a month, to discuss the standards and plan out instruction for the coming month. (3rd grade reading, EVAAS)		James Fitzgerald	06/07/2024
<i>Notes:</i>					

9/16/23 Weekly data meeting will discuss 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

06/07/2024

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2023, we have partially met our goal aligned to this indicator. This is evident by 65% in spring 2023 said they were provided regular, positive feedback and 73% experienced two or more retention strategies.</p> <p>A success aligned to this indicator is the establishment of our coaching framework. We will continue to build upon this framework by engaging in RELAY/NCILA professional development to increase leader capacity around instructional best practices.</p> <p>A challenge aligned to this indicator will be to consistently recognizing staff for their accomplishments and giving teachers the opportunity to lead.</p> <p>An opportunity to address these challenges is ensuring monthly recognition of staff and providing the opportunity for staff to give input on developing strategies and projects aligned to our school goals.</p>	Limited Development 09/07/2023		
<i>How it will look when fully met:</i>		When fully implemented we will celebrate our staff's success consistently. This will include celebrating staff on a monthly basis at our staff meetings. It will also include shouting out staff weekly in our school's weekly newsletter as well as daily during our end of day announcements. Along with celebrating staff, we will begin to maximize our teacher leader pathway teachers through the leading of PLC's, staff book studies, mentoring, and using them as model classrooms. We will also seek staff feedback so that when changes are made they feel like they had a voice and are apart of the change.		James Fitzgerald	06/15/2024
Actions			0 of 2 (0%)		
	9/15/23	Recognize staff achievement weekly through the use of our weekly newsletter. (SEL)		Dana Pecarro	06/07/2024
<i>Notes:</i>					
	9/22/23	The principal will meet with a focus group, this group will discuss the culture and morale around the school. They will meet monthly and will work to identify and correct those weaknesses. (SEL)		Dana Pecarro	06/07/2024

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
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 September 2023, we have partially met our goal aligned to this indicator. While our overall GLP and CCR composite increased from 31.8 GLP and 15 CCR in 21-22, to 33.4 GLP and 19.6 CCR in 22-23, we did not meet our expected EVAAS growth. We met growth in reading, with a growth index of -0.64. We did not meet the expected growth in math with a growth index of -2.30.</p> <p>A success aligned to this indicator is the growth that was made in reading. We continued to make strides and we are to maintain the majority of our staff. This consistency will help as we continue to improve school data.</p> <p>A challenge aligned to this indicator around human resources is ensuring that all students have consistent access to standards driven instruction aligned to district provisioned curriculum.</p> <p>An opportunity to address this challenge will be utilizing TLP to restructure our instructional leadership team and coaching framework. In addition, we will utilize the Out of School tutoring program to provide another level of support to students whose needs are not met by core instruction.</p>	Limited Development 09/06/2023		
<i>How it will look when fully met:</i>		When fully implemented we will be using our funds to bring in high quality teachers in the TLP program. These TLP teachers will help lead their grade levels as well as take on increased class sizes to help their grade levels succeed. Also, when fully implemented, we will have filled all of our after school programs slot to maximize student learning each day. Getting as many students as possible in these additional learning programs will help as we continue to make up and close the gap. Maximizing both of these opportunities will result in us seeing an increase in of GLP and CCR rates in all subjects.		Dana Pecarro	06/15/2024
<i>Actions</i>			0 of 2 (0%)		
	9/6/23	Within the 2023-24 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 increase access for all students to highly effective teachers and coaches. (3rd Grade ELA, EVAAS, Title I Funds)		Dana Pecarro	06/07/2024

Notes:

9/7/23 Implementation of the Out of School Tutoring program to provide additional instructional time to students based on need. (3rd Grade ELA, EVAAS)

Jennifer Eddins

06/07/2024

Notes:

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

Initial Assessment:

As of June, 2023, we have partially met our goal aligned to this indicator. According to event sign-in sheets, parent attendance increased by over 50% at school events from December -June. In addition, we officially reestablished our school PTA in May.

Many successes were encountered this year regarding our family involvement. We held two parent events this year with increased parent attendance that involved family fun and educational opportunities for parents and students. Administrators supported teachers in several parent conferences throughout the year and teachers initiated parent contact via phone and face to face meetings. Our PTA held their first event in June and parents were able to eat lunch with students again in the cafeteria. We were also excited to host two parent wellness workshops and had a huge turn out for our Donuts for Dads and Muffins for Moms!

As we move forward into next year, we anticipate a few challenges. We will work very hard to increase the number of PTA members, making sure to include community members and work around various work schedules of parents to ensure parent participation in schoolwide events.

Next school year, we are looking forward to the opportunities of capitalizing on successes from last year, continuing to host fun and educational opportunities for parents, fall and spring parent conferences, capitalize on partnerships to help enhance parent events and we are planning a centennial celebration for JH Gunn's 100th birthday. In addition we are excited to implement the use of ParentSquare to enhance our parent communication.

Limited Development
08/11/2022

	Priority Score: 1	Opportunity Score: 1	Index Score: 1		
How it will look when fully met:	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.			Pamelyn DeBerardinis	06/15/2024
Actions			0 of 5 (0%)		
8/9/23	Parents will be invited to all meetings related to their student's specific MTSS intervention progress. These meetings will include how families can support their students at home. (FAM-S 3)			Dawn Maloney	02/28/2024
<i>Notes:</i>					
8/14/22	We will hold various parent events so that parents will know how to access their student's course materials and assist with learning at home. Events will also included opportunities for parents and families to have fun and increase engagement within the schoolhouse(3rd grade ELA, EVAAS, SEL)			Dana Pecarro	06/09/2024
<i>Notes:</i> Annual Title I meeting held in September September 28- Held K-5 curriculum night for parents that provided resources and information about the curriculum for 2022-2023. Winter Wonderland in February for parents included games and ideas for parents to help at home Spring Fling/EOG/DIBELS night set for April					
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 and communicate via ParentSquare (3rd grade ELA, EVAAS, SEL)			Dana Pecarro	06/09/2024

	<p><i>Notes:</i> August 2022- parents were notified via class dojo of our open house. The turnout was the largest the school has had since COVID-19 Class Dojo is in English and Spanish All flyers and parent home communication is sent in English and Spanish Parent events and conferences are held with translators</p>			
8/14/22	To ensure all families receive important communication we will continue to send information in English and Spanish (3rd grade ELA, EVAAS, SEL)		Dana Pecarro	06/09/2024
	<p><i>Notes:</i> Class Dojo is in English and Spanish All flyers and parent home communication is sent in English and Spanish Parent events and conferences are held with translators</p>			
6/22/23	We will engage community members and additional parents and staff in our school PTA. (SEL)		Dawn Maloney	06/12/2024
	<i>Notes:</i>			
Implementation:		06/22/2023		
Evidence	6/22/2023 Parent Sign-In sheets Flyers			
Experience	6/22/2023 Title I Night was held in September A Winter Wonderland (math and reading night) was held in February An EOG/DIBELS Bingo night was held in April			
Sustainability	6/22/2023 Increase the opportunities for parents to come into the school to learn how to better help their child at home with math and reading			