

# 2021-2022 State of the School Report

J.H. Gunn Elementary School



Principal Name

Monique Y. Davis

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	17.0	15.4	21.4		9.1	5.9
	CCR	9.6	7.7	14.3		9.1	<5
Grade 4	GLP	21.9	9.1	30.6		7.7	
	CCR	11.5	<5	16.3		<5	
Grade 5	GLP	28.2	31.6	22.6		9.1	<5
	CCR	18.5	18.4	16.1		6.1	<5
School	GLP	22.9	19.1	24.8	23.1	8.6	<5
	CCR	13.7	10.0	15.7	23.1	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	18.1	15.4	23.8		13.6	5.9
	CCR	7.4	5.1	11.9		<5	5.9
Grade 4	GLP	16.3	11.4	20.4		11.5	
	CCR	<5	<5	6.1		<5	
Grade 5	GLP	29.0	23.7	29.0		15.2	<5
	CCR	17.7	15.8	16.1		<5	<5
School	GLP	21.8	17.0	24.8	38.5	13.6	5.4
	CCR	10.4	8.0	11.8	23.1	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	33.9	34.2	29.0		12.1	<5
	CCR	21.0	26.3	14.5		<5	<5

EOG School Composite 2020-21	24.3
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Literacy: By June 2022, J.H. Gunn's reading college and career ready composite proficiency will increase from 13.7% to 35.8%. Math: By June 2022, J.H. Gunn's math college and career

ready composite proficiency will increase from 10.5% to 33.6%. Science: By June 2022, J.H. Gunn's science college and career ready composite proficiency will increase from 21% to 40.7%. (B3.03)

We will increase social and emotional awareness within the total school environment. The desired result will be an increase of 5% on the School Climate Survey on the question, "My teachers are interested in my culture", and on the Panorama Survey question "Overall, how much do you feel like you belong at your school?" (E1.06)

### III. CHIEF CHALLENGES

- Lack of staffing for Specialized Behavior Support and general education classes due to an insufficient candidate pool and noncompetitive wages. Teachers and staff members are having to take on additional responsibilities and workloads with no additional compensation.
- Teachers are receiving Orton Gillingham Training and State required LETRS training during the day, and as a result, students are not receiving the consistency they need from their certified teachers.
- The Guest Teacher position is useful. However, our students have learning gaps that require experience and educational pedagogy that a Guest Teacher has not acquired.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

- We place Core Action learning walks on our ILT calendars to ensure instructional walk-throughs occur weekly. Teachers receive effective feedback to continuously accelerate learning.
- Collaborative professional learning community grade level planning and Multi-tiered System of Support and Kid Talk meetings consistently take place on a schedule to adjust actions for student learning.
- We are utilizing district-level support specialists for literacy and math to build teacher capacity.
- Teachers attended CenterPoint training offered by the Data Use for School Improvement team to understand how to make effective instructional decisions using the data.