

Comprehensive Progress Report

Mission: Hunter Elementary School will promote students who achieve academic and personal success on their path to college and career.

Vision: In an environment where students feel capable, cared for and connected, students at Thomas A. Hunter Elementary will experience academic success at or above grade level through strategies promoting rigorous instruction aimed at high levels of achievement.

- Goals:**
- By June 2025, Hunter Elementary School will increase Math Proficiency (grades 3 through 8) by at least 3 percentage points, from 47.0% in 2023-24 to 50.0% in 2024-25.
 - By June 2025, Hunter Elementary School will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points, from 26.6% in 2023-24 to 21.6% in 2024-25.
 - By June 2025, Hunter Elementary School will decrease the 2023-24 number of lost instructional days due to In-School Suspensions and Out-of-School-Suspensions by 10% from 112 days in 2023-24 to 101 days in 2024-25.
 - By June 2025, Hunter Elementary School will increase Reading proficiency (grades 3 through 5) by at least 3 percentage points, from 28.8% in 2023-24 to 31.8% in 2024-25.
 - By June 2025, Hunter Elementary School will increase Science Proficiency (grade 5) by at least 3 percentage points, from 53.2% in 2023-24 to 56.2% in 2024-25.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal and School Leadership Team members, when appropriate, attending LEA-provided training related to supporting the school improvement process.	Full Implementation 09/26/2022		

	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
<p><i>Initial Assessment:</i></p>			<p>(Reading and Math Proficiency Goal) The School Leadership Team meets once per month. Goal Committees also meet once per month to focus on School Improvement Plan action steps and complete the work necessary to achieve action steps and indicators. The Goal Committees are chaired by members of the School Leadership Team. The chairperson is able to share details with both groups and communicate back to the School Leadership Team the work of the Goal Committee.</p> <p>An Instructional Leadership Team is one of the Goal Committees. The Instructional Leadership Team focuses on defining effective practices, conducting walkthroughs to observe instructional practices, analyzes various data sets, and identifies opportunities for staff professional learning.</p> <p>(Loss of Instructional Time Goal) Educators Handbook data is prepared for review for each SEL/PBIS Meeting. The SEL/PBIS Committee reviews the data. The Behavior Support Flow Chart is being newly implemented this year and will be reviewed with every referral to ensure appropriate use of the chart. Staff struggling with behavior management receive support as needed; however, the support structure is not yet clearly defined.</p>	<p>Limited Development 10/21/2020</p>		

<p>How it will look when fully met:</p>	<p>(Reading, Math, and Science Proficiency Goal) An instructional team that includes administration, curriculum facilitators and grade level instructional leads that meet weekly to assess and problem solve around curriculum implementation. (ILT)Team will complete Bi-monthly learning walks together intentionally reviewing the implementation of UFLI, Soundwall, Morpheme Magic, Eureka Math, and Science instruction. The team will effectively evaluate the implementation of effective practice and provide schoolwide feedback on implementation improvement.</p> <p>Coaching logs, Classroom walkthrough data, staff survey, fidelity walk data, student achievement data in DIBELS, NWEA, Interim Assessments, and EOG testing. Agendas and meeting minutes for each group will provide information on the work being accomplished by each group.</p> <p>(FAMS-#8)</p> <p>(Loss of Instructional Time Goal) The SEL/PBIS Committee will conduct an analysis of behavior data for the month and look for trends, opportunities to decrease OSS (if applicable), and make recommendations to address areas of concern. Administration will review with referring staff the Behavior Support Flow Chart as needed to determine if a minor or major referral is best, on a situation-to-situation basis. Additionally, staff will be receiving training utilizing behavior scenarios to practice with and discuss how to use the flow chart. Staff who are struggling with behavior management and progress to a Tier 2 or Tier 3 MTSS level will receive additional supports, including directed observations, recording themselves, and coaching.</p> <p>Data and recommendations from the SEL/PBIS Committee will be received monthly. Data from Educators Handbook will track our OSS numbers. Coaching records for staff receiving behavior management support will be available.</p>		Laketha Blackwell	06/11/2025
Actions		2 of 6 (33%)		
9/26/22	Instructional Teams will provide meeting agendas for their two (2) weekly PLC meetings to demonstrate they are reviewing implementation of effective practice and student progress.	Complete 06/09/2023	Jennifer Klason	06/09/2023
Notes:				

9/8/23	The Instructional Leadership Team will review 2023 EOG/EOY data with a focus on student group data. Data will be used to identify academic areas that are opportunities for growth and make recommendations for improving instructional practices in these areas.	Complete 12/05/2023	Yazmin Ruiz	11/15/2023
<i>Notes:</i>				
9/29/24	Weekly Meetings: Establish a regular weekly meeting time for the Administrator/Curriculum Facilitator team to review curriculum implementation, assess progress, and problem-solve challenges.		Laketha Blackwell	10/30/2024
<i>Notes:</i>				
9/29/24	Create Meeting Agendas: Develop structured agendas that focus on specific topics such as UFLI, Soundwall, and Morpheme Magic		Nina Fuller	05/30/2025
<i>Notes:</i>				
9/29/24	Select administration, curriculum facilitators, and grade-level instructional leads to form the ILT and clearly define each team member's role within the ILT, including who will facilitate, take notes, and lead different areas of focus during meetings (FAMS-#18)		Trent Walton	06/11/2025
<i>Notes:</i>				
9/7/23	Major office discipline referrals will be reviewed monthly by the SEL/PBIS Committee. Data will be disaggregated to identify common behaviors that result in OSS along with demographics of students receiving referrals. Trends will be identified, and recommendations made for behaviors requiring additional support.		Trent Walton	06/11/2025
<i>Notes:</i>				

	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:			<p>(Reading, Math and Science Proficiency Goal) K-5 teachers meet in PLC meetings one day per week and instructional planning meetings one day per week. PLC meetings focus on reviewing and utilizing data, planning for intervention and enrichment, and collaborating on best instructional practices to teach standards. Planning meetings focus on planning key standards, key vocabulary, key tasks, and scaffolded questioning to support high quality implementation of instructional lessons.</p> <p>(FAMS-24)</p>	Limited Development 09/26/2022		
How it will look when fully met:			<p>Teachers will meet with Curriculum Facilitators during PLC meetings to accomplish reviewing and utilizing data, planning for intervention and enrichment, and collaborating on best instructional practices to teach standards. Teacher leaders will lead planning meetings to focus on planning key standards, key vocabulary, key tasks, and scaffolded questioning to support high quality implementation of instructional lessons.</p> <p>Agendas, meeting minutes, and unit and lesson plans will be available for review.</p>		Analia Wells	06/12/2026
Actions				2 of 4 (50%)		
	9/26/22	PLC Teams will receive an Agenda Outline that all PLCs use	Complete 09/09/2022	Jennifer Klason	09/09/2022	<i>Notes:</i>
	9/26/22	PLC Teams will provide meeting minutes for each PLC meeting	Complete 06/09/2023	Analia Wells	06/09/2023	<i>Notes:</i>
	9/8/23	CKLA, Caminos, and Eureka pacing guides will be used to support weekly planning sessions.		Nina Fuller	10/18/2024	<i>Notes:</i>
	9/8/23	District-provided PLC agenda will be used for planning weekly PLC meetings PLC meetings to ensure consistency.		Analia Wells	10/18/2024	<i>Notes:</i>

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>		<p>(Reading, Math, and Science Proficiency Goal) The administrative team follows a planned observation schedule to ensure observations and non-evaluative walkthroughs occur weekly. Constructive feedback is provided with these observations. Teachers participate in CKLA or Caminos coaching that occur seven or 5 times, respectively, across the school year. Eureka coaching occurs 6 times across the school year. CKLA, Caminos, and Eureka coaching feedback is shared with teachers and applied where applicable.</p> <p>(FAMS-8)</p>	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		<p>(Reading Proficiency and Math Proficiency Goal) Our current implementation plan will remain in place, with the addition of a walkthrough system for the administrative team to conduct regular, non-evaluative observations. These walkthroughs will include constructive feedback to support instructional growth. Furthermore, the Instructional Leadership Success Committee will carry out routine walkthroughs to identify instructional trends, specifically focusing on reading instruction. Weekly coaching sessions will be incorporated to provide ongoing support and targeted feedback for teachers as part of this process.</p> <p>Schedules for observations, walkthroughs, and CKLA/Caminos/Eureka coaching are available. Recommendations from the Instructional Leadership Success Committee for professional learning and best practices will serve as evidence.</p>		Analia Wells	06/13/2025
Actions			5 of 8 (62%)		
	9/26/22	NCEES Observation Calendar will be created and followed by the Principal and Assistant Principal.	Complete 08/26/2022	Trent Walton	09/16/2022
<i>Notes:</i>					
	9/26/22	CKLA Coaching will occur five times. Coaching feedback will be provided by the coach and used by the Curriculum Facilitators and Administration to provide timely, clear, constructive feedback to teachers.	Complete 05/03/2023	Analia Wells	03/17/2023

<i>Notes:</i>				
9/26/22	Eureka Coaching will occur eight times. Coaching feedback will be provided by the coach and used by the Curriculum Facilitators and Administration to provide timely, clear, constructive feedback to teachers.	Complete 04/21/2023	Jennifer Klason	04/21/2023
<i>Notes:</i>				
9/26/22	NCEES Observation Calendar will be followed to ensure all teachers are observed on an ongoing basis, that the Principal and Assistant Principal monitor curriculum and instruction, and to ensure teachers are provided timely, clear, and constructive feedback.	Complete 06/09/2023	Oneeka Lockhart	06/09/2023
<i>Notes:</i>				
9/10/23	CKLA Coaching will occur five times. Coaching feedback will be provided by the CKLA coach and used by the Curriculum Facilitators and Administration to provide timely, clear, constructive feedback to teachers.	Complete 05/17/2024	Analia Wells	05/01/2024
<i>Notes:</i> *Five coaching sessions provided.				
9/29/24	CKLA coaching will occur seven times, Caminos coaching will occur five times, and Eureka coaching will occur six times. Coaching feedback will be provided by the CKLA, Caminos, and Eureka coaches and used by the Curriculum Facilitators and Administration to provide timely, clear, constructive feedback to teachers. FAM-S Item #8		Analia Wells	05/01/2025
<i>Notes:</i>				
9/10/23	The Administrative team will follow a walkthrough and observation schedule to ensure regular monitoring and timely feedback to teachers.		Trent Walton	06/11/2025
<i>Notes:</i>				
9/10/23	Members of the Instructional Leadership Success Committee will conduct walkthroughs during reading and math instruction to look for trends, recommend best practices, and determine professional learning needs. (FAMS-8)		Laketha Blackwell	06/11/2025
<i>Notes:</i>				
	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To
				Target Date

Initial Assessment:

Hunter Elementary currently utilizes an Attendance Team that meets weekly and implements the use of data to monitor Tier 1, Tier 2, and Tier 3 absenteeism. The Attendance Team is working towards weekly review of the data and systems for communicating with families to address attendance concerns.

Hunter Elementary has reinstated the IST/IPS team to support MTSS efforts. The team is working to support students identified by data and staff input who require supplemental and intensive instruction and interventions. The team is working to establish member roles, a meeting schedule, and methods to implement the program with fidelity.

Educators Handbook is consistently used to track student behavior and consequences. It has been informally monitored for trends analysis to help reduce areas of consistent behavior difficulties.

(Attendance Data) At the school level a team that consist of the principal, counselor, social worker and data manager will meet to discuss and review attendance trends weekly.

Limited Development
09/17/2021

<p>How it will look when fully met:</p>	<p>Hunter Elementary currently utilizes an Attendance Team that meets weekly and implements the use of data to monitor Tier 1, Tier 2, and Tier 3 chronic absenteeism. The Attendance Team follows a standard treatment protocol to address attendance issues, work to prevent students from moving into Tier 2 and 3 chronic absenteeism and reduce the overall number of students on any tier.</p> <p>We use an in-house created Chronic Attendance spreadsheet, that is created using the GCS Data Dashboard. Information regarding steps utilized to support students and families is included on the spreadsheets. Each student's attendance is tracked to determine if they are trending towards exiting the list, remaining on the list, or moving to a higher tier of concern.</p> <p>Educators Handbook will be formally monitored monthly for trends analysis. Results of the analysis will be used to make decisions for how to best support positive changes in discipline. Teachers with certain trends can be supported and coached as necessary; supports provided through further SEL training may occur; updates to PBIS structures may occur.</p> <p>Data from Educators Handbook will be used for this indicator.</p> <p>(Attendance Data) At the school level a team that consist of the principal, counselor, social worker and data manager will meet to discuss and review attendance trends weekly. Based on the trends the team will utilize a Tiered system of support to address the data findings.</p>		Trent Walton	06/12/2026
Actions		8 of 10 (80%)		
9/17/21	Attendance Team: Create and implement a data protocol to track Tier 1, Tier 2, and Tier 3 absenteeism.	Complete 11/19/2021	Trent Walton	11/29/2021
<p><i>Notes:</i> The data source is updated weekly. However, the Team does not meet during non-school days and so the recurrence will be twice monthly.</p> <p>This action is an effort to exit the school from TSI-AT status.</p>				
9/17/21	Attendance Team: Develop a standard treatment protocol containing strategies to assign to each student's case when working to reduce their absences and/or tardies.	Complete 02/22/2022	Trent Walton	02/22/2022
<p><i>Notes:</i> This action is an effort to exit the school from TSI-AT status.</p>				
9/17/21	Review data once per month to look for trends.	Complete 06/02/2022	Trent Walton	06/03/2022

	<i>Notes:</i> This action is an effort to exit the school from TSI-AT status.			
9/20/22	The Leadership Team has established an Attendance Team that meets weekly to review students on the Chronic Absences Attendance list. The team follows established standard treatment protocol to problem-solve attendance concerns and take steps towards improving individual student attendance.	Complete 09/09/2022	Laurie Clapp	09/30/2022
	<i>Notes:</i> Title I Expenditure: Teacher Assistant salary for position that maintains all attendance data (\$19,760.87).			
9/20/22	Establish Attendance Committee that meets monthly to support Attendance Team in creating monitoring systems, analyzing attendance data, communicating attendance expectations with students and families, and celebrating and incentivizing consistent attendance.	Complete 06/02/2023	Laurie Clapp	06/09/2023
	<i>Notes:</i>			
9/20/22	The Attendance Committee/Team will increase the number of celebrations at the individual student level and classroom level to increase attendance awareness and encourage consistent attendance.	Complete 06/02/2023	Kristin Stewart	06/09/2023
	<i>Notes:</i> Announcing homerooms with 100% attendance daily; weekly & monthly attendance celebrations			
9/25/22	The SEL/PBIS Committee will review Educator’s Handbook monthly at meetings to identify schoolwide trends.	Complete 06/09/2023	Jessica Ritter	06/09/2023
	<i>Notes:</i>			
9/7/23	The Attendance Team maintains a spreadsheet of student attendance data and includes updates on supports provided for each student. Title I Expenditure: Teacher Assistant position that maintains all attendance data (\$42,530.44).	Complete 09/15/2023	Karin Shady	09/29/2023
	<i>Notes:</i>			
9/7/23	Teachers will contact families when students are absent three consecutive days		Oneeka Lockhart	06/06/2025
	<i>Notes:</i>			
9/7/23	Attendance champions will pair with students with attendance concerns to create a mentor/mentee relationship.		Suzanne Fray	06/06/2025
	<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
Initial Assessment:			Resource allocation is based on the school's instructional priorities. Data and stakeholder feedback are used to help drive decisions but resources are also sometimes allocated based on anecdotal data. Collection of data and feedback can be better collected to target specific and high-leverage areas for resource allocation.	No Development 09/07/2023		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Data and stakeholder feedback will be used to determine areas of greatest need and high leverage moves. Resources will be allocated to these identified needs first to help eradicate any negative impacts. The PD & Coaching Needs Self-Assessment Survey, EVAAS school-level data, and disaggregated subgroup data from DIBELS, NWEA, Interim Assessments, BOG 3 Reading, and EOG data will be utilized to determine exact needs.		Analia Wells	06/11/2027
Actions				6 of 11 (55%)		
	9/7/23	Create and implement the Safety Patrol team, consisting of 4th and 5th grade students.		Complete 10/06/2023	Oneeka Lockhart	10/27/2023
<i>Notes:</i>						
	9/7/23	Train, observe, support, and coach Safety Patrol members to grow their skill set and performance.		Complete 06/07/2024	Elonzo Imes	06/07/2024
<i>Notes:</i>						
	10/19/23	Within the 2023-24 school year, our school identified the following resource inequity. As a result, our school plans to mitigate this inequity by seeking more coaching and support to lead school-wide efforts to exit TSI-AT status, provide additional resources and professional learning support to novice teachers, and to increase meaningful engagement with all families.		Complete 06/07/2024	Trent Walton	06/07/2024
<i>Notes:</i>						
	9/28/24	Science will be implemented in the schoolwide Master schedule K-5.		Complete 08/26/2024	Trent Walton	08/25/2024
<i>Notes:</i>						
	6/6/24	Select, train, and support Safety Patrol members.		Complete 09/15/2024	Bill Budusky	09/15/2024
<i>Notes:</i>						

9/29/24	Dual Language staff will receive training in teaching for biliteracy from The Center for Teaching for Biliteracy to improve instructional practices that support students becoming bilingual/biliterate in English and Spanish. Title I Funding Source: \$10,075 for professional development registration fees and \$3,014.20 for two days of substitute teacher fees.	Complete 10/04/2024	Trent Walton	10/04/2024
<i>Notes:</i>				
9/30/24	Hunter purchase headphones to promote personalized learning, enhance concentration, and support diverse educational needs for both individual and group activities. Title 1 Expenditure; Headphones (\$1500)		Jen Cox	10/30/2024
<i>Notes:</i>				
9/30/24	Purchase fiction and nonfiction books in Spanish to build the school library book collection to support student literacy in our Dual Language program. Title I Expenditure: books in Spanish (\$809.76)		Jennifer Cox	10/31/2024
<i>Notes:</i>				
9/30/24	Hunter will employ an additional Teacher Assistant to provide push-in support for literacy and math tutoring, supporting students with behavior difficulties to reduce lost instructional time and decrease learning gaps, and support attendance initiatives to reduce chronic absenteeism. Title I Expenditure: Teacher Assistant (\$48,197.90)		Trent Walton	06/11/2025
<i>Notes:</i>				
9/29/24	Students will participate in blended learning opportunities to develop their literacy skills by completing projects that build background knowledge on CKLA/Caminos unit topics, conduct research to deepen their knowledge about CKLA/Caminos unit topics, and explore related topics to extend their knowledge about CKLA/Caminos unit topics. Title I Expenditure: Teacher (Technology) to provide blended learning opportunities that support literacy development (\$95,091.34).		Joseph Byerley	06/11/2025
<i>Notes:</i>				

9/29/24	<p>Within the 2024-2025 school year, Hunter Elementary School identified effectively allocation resources to address the needs of students in targeted subgroups as a resource inequity. As a result, our school plans to mitigate this inequity by utilizing EVAAS and subgroup data to identify groups needing direct resource support.</p> <p>TSI-AT School - This action step aligned to Hunter Elementary School's TSI-AT intervention plan.</p>		Analia Wells	06/11/2025
<i>Notes:</i>				
Implementation:		09/28/2024		
Evidence	9/28/2024			
Experience	9/28/2024			
Sustainability	9/28/2024			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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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
Initial Assessment:		Currently staff celebrations take place monthly. At staff meetings staff are recognized for instructional practices, perfect attendance and other notable demonstrations that are in support of our school improvement goals.	Limited Development 09/25/2022		
How it will look when fully met:		<p>We will foster working environments where all staff feel respected, seen, and appreciated. Forms of appreciation will function as positive feedback and help promote the behaviors we want see as a work community.</p> <p>Examples of staff appreciation will demonstrate movement towards full implementation.</p>		Trent Walton	06/13/2026
Actions			2 of 3 (67%)		
9/7/23		The principal will maintain records of staff attendance and tardiness. Issues will be addressed by the principal on an individual basis as needed.	Complete 09/01/2023	Trent Walton	09/30/2023

Notes:

9/7/23 The Friendship Friday's email program will be used. Every Friday, the school counselor will send an email to give shout outs to co-workers and send positive, public messages.

Complete 06/07/2024

Oneeka Lockhart

06/07/2024

Notes:

9/30/24 Staff will receive the Hunter Torchbearer award, which honors staff who demonstrate our Thriving Three core values and Together We Can motto. Five staff per month will receive the award.

Trent Walton

06/11/2025

Notes:

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>		Staff currently look at school performance data to make decisions about school improvement. Data is reviewed in PLCs and during long-range planning days. Data analysis is most typically used with Interim Assessments, DIBELS, and NWEA MAP assessments.	No Development 09/25/2022		
<i>How it will look when fully met:</i>		<p>(Reading, Math and Science Proficiency) Data from exit tickets, module assessments, common formative assessments, progress monitoring, and other daily and weekly metrics will be used to guide in-the-moment instructional decisions. Data from Interim Assessments, DIBELS, and NWEA MAP assessments will be used to check our progress, identify larger knowledge gaps, and monitor sub-group progress. This more thorough analysis of data will enable targeted small group creation and planning and more personalized instructional responses to students. Teachers will have a clearer picture of student’s mastery of standards. Additionally, student data will be used to determine when students need Tier 2 or Tier 3 supports in the MTSS model. Participants will use problem analysis strategies to analyze and hypothesize reasons students are not meeting expectations. (FAM-S Goal/Item 24).</p> <p>Coaches and administration will review observational notes to identify trends. Using these trends, coaching strategies will be deployed and needs for professional learning will be identified and addressed.</p> <p>Evidence of data analysis meetings, meeting agendas, and meeting minutes. Evidence of changes resulting from data analysis. Coaching records and professional learning plans will be available.</p>		Trent Walton	06/13/2027
Actions			4 of 7 (57%)		
	9/25/22	The ILT will prepare a school walkthrough document to be used for all walkthroughs.	Complete 03/31/2023	Christy Adams	03/31/2023
<i>Notes:</i>					

9/26/22	Long range planning days will include on their agenda time to look at school performance data and aggregated classroom observation data and use that data to make decisions about corrective instruction, school improvement, and professional development needs.	Complete 04/06/2023	Analia Wells	04/06/2023
<i>Notes:</i> Note: Substitute pay will be provided for certified staff to have planning days each quarter. (Title I Plan Expense: \$8,891.89)				
9/25/22	The ILT will use a data collection document to help analyze trends from walkthrough and observation data.	Complete 06/09/2023	Analia Wells	06/09/2023
<i>Notes:</i>				
9/26/22	An instructional academic coach will be assigned to each grade level weekly to examine data, which may include summative, formative, progress monitoring, and common formative assessments.	Complete 06/09/2023	Jennifer Klason	06/09/2023
<i>Notes:</i>				
9/30/24	SLT will analyze student performance data and develop a plan of support based on that data. The plan will include identifying students in need of additional tutoring and support. Title 1 Expenditure; Tutoring (\$2016.58)		Trent Walton	05/30/2025
<i>Notes:</i>				
9/9/23	Teachers will use exit tickets, topic assessments, and module assessments in Eureka Math Squared to collect data on student math performance. This data will be used to guide instructional planning during weekly math PLC meetings. FAM-S Item 24		Nina Fuller	06/11/2025
<i>Notes:</i>				
9/9/23	Teachers will use CKLA assessments and common formative assessments to collect data on student reading performance. This data will be used to guide instructional planning during weekly reading PLC meetings.		Analia Wells	06/11/2025
<i>Notes:</i>				

	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We provide professional development/learning opportunities as needed. We typically determine needs based off of student academic and behavioral data, observational trends, and teacher input.		Limited Development 09/10/2023		
<i>How it will look when fully met:</i>	<p>Staff will complete a PD needs assessment two times a year to inform the school about individualized professional development needs. A professional development plan will then be created to provide staff with high quality, job-embedded, and differentiated professional development. School administration and curriculum coaches will identify trends through learning walks and observations. Additionally, discipline and attendance data will be used to identify non-instructional PD needs.</p> <p>Results from the needs assessment, the professional development calendar, professional development materials, and follow-up surveys will serve as evidence. Trend analysis from learning walks and observations will support additional PD needs identification. Discipline data from Educators Handbook and chronic absenteeism data will also be utilized.</p>			Laketha Blackwell	06/12/2026
Actions			0 of 3 (0%)		
9/29/24	A Professional Development plan and calendar will be developed using the data collected in the PD and Coaching Needs Assessment.			Trent Walton	10/31/2024
<i>Notes:</i> Using the PD and Coaching Needs Assessment provided by the GCS MTSS department.					
9/10/23	<p>The PD and Coaching Needs Assessment (provided by the GCS MTSS Dept.) will be used to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation. This needs assessment will be conducted at the beginning and end of the year.</p> <p>FAM-S Item #4</p>			Laketha Blackwell	05/15/2025
<i>Notes:</i>					

10/13/24	The School Testing Coordinator provides training to staff on how to prepare students for all district and state assessments, how to use assessment results to inform instructional planning, and how to monitor data to remain informed on individual student performance and ensure that growth is maintained. Title I Funding: \$1,990.05 for School Testing Coordinator.		Analia Wells	06/11/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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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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<i>Initial Assessment:</i>	Teachers plan in PLCs to ensure core instructional practices are identified and modeled. Teachers then use formative and summative data to determine which students need tiers 2 or 3 support. Tiered core instruction is provided through small group instruction and tutoring	Limited Development 09/26/2022		
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<i>How it will look when fully met:</i>	Teachers plan with coaches in PLCs to ensure core instructional practices are used. Teachers use cues from CKLA to address differentiated supports for student learning and plan with universally designed learning in mind. Differentiation and universally designed content are incorporated. Teachers then use formative and summative data to determine which students require Tier 2 or Tier 3 support. Progress monitoring and formative and summative data will be used to determine when students need tiered support changes. Exit tickets, common formative assessments, DIBELS, NWEA MAP, interim assessments, and progress monitoring data will be used to monitor student performance and adjust tiered support plans. Instructional plans and instructional materials used for reading may also serve as evidence.		Analia Wells	06/11/2025
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Actions		4 of 8 (50%)		
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9/26/22	Teachers will provide after school tutoring to students.	Complete 05/25/2023	Monica Frye	06/09/2023
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Notes: Title I Expense: EEA for after hour tutors (\$9,492.48).

9/27/22	During small group/core support time, Students with Disabilities are receiving Tier 2 and 3 instruction as indicated by their data.	Complete 06/02/2023	Janine Nelson	06/09/2023
<i>Notes:</i> Addresses TSI and the SWD subgroup achievement gap.				
9/10/23	Personalized skill practice opportunities are planned for using small group instruction and other reading skill practice resources that can be personalized to student instructional needs.	Complete 01/26/2024	Oneeka Lockhart	11/01/2023
<i>Notes:</i>				
10/19/23	Within the 2023-24 school year, our TSI-AT school will implement the following evidence-based interventions to increase overall student performance: following standard treatment protocols for reading and math, using assessment data to support small group interventions, supporting students through the Intervention Problem Solving team, and identifying students to receive tutoring in reading and math.	Complete 06/07/2024	Oneeka Lockhart	06/07/2024
<i>Notes:</i>				
9/10/23	Instructional planning format provided to support teachers in planning for small groups.		Nina Fuller	10/30/2024
<i>Notes:</i>				
9/29/24	Instructional leaders will develop a protocol to use Common Formative Assessments for developing small group instruction plans.		Analia Wells	10/31/2024
<i>Notes:</i>				
9/29/24	Within the 2024-2025 school year, Hunter Elementary School will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-2025 school year.		Ikea Hill	06/11/2025
<i>Notes:</i> The EC teacher will receive an initial 4-day training. Five observation/coaching sessions will follow over the school year.				
9/29/24	Within the 2024-2025 school year, Hunter Elementary School will implement the following evidence-based interventions to increase overall student performance: high dosage tutoring in literacy for students in grades K-3. TSI-AT School - This action step aligned to Hunter Elementary School's TSI-AT intervention plan. (FAMS-24)		Nina Fuller	06/11/2025
<i>Notes:</i>				

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		Hunter teachers begin the school year teaching PBIS expectations for common areas (ex. Cafeteria, hallway, restroom, etc.). These lessons are first modeled by staff who have demonstrated superior positive behavior management skills. By doing this, all staff have a shared understanding of our PBIS expectations prior to teaching students. PBIS lessons are taught two more times: once after winter break and once after spring break. Teachers also utilize Harmony Goals, which are classroom expectations co-created with their students. Students are incentivized for positive behavior using the Class Dojo points system. For students who are demonstrating behavior difficulties, teachers use the Behavior Support Flow Chart to guide their efforts to support the student. The chart helps teachers differentiate between minor and major behaviors and use a system to manage and eliminate minor behaviors before they become major behaviors.	Limited Development 09/25/2022		
<i>How it will look when fully met:</i>		<p>(Increased Instructional Time and Decrease in Office Referrals) Hunter staff will maintain their high standards with PBIS expectations, utilize Harmony Goals to support classroom management, and utilize the Behavior Support Flow Chart to support them when students demonstrate behavior difficulties. Students will be consistently recognized for positive behavior through the Class Dojo app.</p> <p>Each teacher will develop a comprehensive core management plan rooted in Teacher preparedness and building relationships.</p> <p>(FAMS-#31)</p> <p>The primary data sources will be Educators Handbook and Class Dojo. Educators Handbook data will help us identify how the Behavior Support Flow Chart is being utilized. Class Dojo will provide data on the amount of positive reinforcement being provided to students. Other evidence includes Harmony Goals from each class and student performance with PBIS expectations.</p>		Laketha Blackwell	06/12/2026
<i>Actions</i>			12 of 15 (80%)		
	9/25/22	Chart of teacher-managed versus administration-managed behaviors in the PBIS manual is shared with teachers at the beginning of the school year.	Complete 08/26/2022	Laura Ayers	08/29/2022

<i>Notes:</i>				
9/25/22	Feathers are used as reinforcement of positive behavior in classrooms. Weekly feather drawings are conducted to reward positive behavior.	Complete 05/26/2023	Maha Zamamiri	06/09/2023
<i>Notes:</i>				
9/25/22	Teachers and staff are using different resources (Dojo, Remind, Talking Points) as a family communication log to build and maintain relationships.	Complete 05/26/2023	Zane Doty	06/09/2023
<i>Notes:</i>				
9/25/22	Teachers will implement a positive behavior plan in the classroom.	Complete 06/02/2023	Janine Nelson	06/09/2023
<i>Notes:</i>				
9/7/23	A Behavior Support Flow Chart that outlines minor versus major behaviors and teacher-managed versus office-managed behaviors will be created and shared with staff.	Complete 08/25/2023	Trent Walton	09/15/2023
<i>Notes:</i>				
9/25/22	Homeroom teachers collaborate with students to create Harmony Goals for their classroom. The SEL/PBIS Committee summarizes the goals and provides three goals to the non-homeroom teachers (Specialists, Exceptional Children, English Learners, etc.).	Complete 09/02/2022	Laura Ayers	09/15/2023
<i>Notes:</i>				
9/7/23	Teachers will utilize Class Dojo to reward positive student behavior. Administration will have access to all students to reward positive student behavior.	Complete 10/27/2023	Elonzo Imes	11/01/2023
<i>Notes:</i>				
9/25/22	Teachers implement teaching PBIS lessons with students to positively teach rules and procedures. Pre-made lessons shared with teachers. Lessons are taught the first week of the school year, the first week students return from winter break, and the first week students return from spring break.	Complete 04/05/2024	Laura Ayers	04/05/2024
<i>Notes:</i>				
9/7/23	Staff will receive ongoing training in implementing the Behavior Support Flow Chart.	Complete 06/07/2024	Oneeka Lockhart	06/07/2024
<i>Notes:</i>				
6/6/24	Master schedule will include standard time for Meet Up (Morning meetings) every day in 2024-2025.	Complete 08/30/2024	Trent Walton	08/30/2024
<i>Notes:</i>				

9/29/24	Each classroom teacher and specialist will develop core management plan to be implemented starting the first day of school. The plan will be reviewed by administration, and each teacher will be provided with feedback on their core management plan.	Complete 08/30/2024	Laketha Blackwell	08/30/2024
<i>Notes:</i>				
9/29/24	Each teacher creates a Core Management Plan, outlining their expectations, how they will teach these expectations, and how they will enforce these expectations.	Complete 09/30/2024	Laketha Blackwell	09/30/2024
<i>Notes:</i>				
9/29/24	All Hunter Staff members will be trained in Restorative Practices by the GCS SEL Department.		Laketha Blackwell	03/31/2025
<i>Notes:</i>				
9/29/24	Teachers implement teaching PBIS lessons with students to positively teach rules and procedures. Pre-made lessons shared with teachers. Lessons are taught the first week of the school year, the first week students return from winter break, and the first week students return from spring break.		Laura Ayers	04/30/2025
<i>Notes:</i>				
6/6/24	Harmony SEL curriculum and lessons will be implemented during daily Meet Up (Morning meetings) time in 2024-2025. FAM-S Goal #31		Laketha Blackwell	06/11/2025
<i>Notes:</i> Lessons will taught over several days, up to a week, depending on the original length of each lesson. This is in an effort to keep Meet Up time to 10 minutes daily.				

	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>			Grade level teams currently meet in PLCs to review their standards and develop instructional plans. Data is also reviewed to check for student mastery of standards and plan for corrective instruction.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>			<p>Instructional Team will utilize PLCs to monitor data, and model instruction while planning will be used to develop standards align lessons.</p> <p>Long range planning days will include planning for the upcoming quarter and. Additionally, teachers will compare standards from the previous and next grade level to ensure vertical alignment. Meeting minutes and instructional plans from long range planning days will serve as evidence. PLC agendas, task and lesson plans.</p> <p>Agendas from PLCs and long-range planning days, planned field trips, master schedule documents, lesson plans. Completed data analyses, instructional plans for corrective instruction and small groups, and student assessment data will also serve as evidence.</p>		Analia Wells	06/13/2026
Actions				5 of 8 (62%)		
	9/26/22		Certified teachers will meet quarterly three times for a full day to discuss and plan for core instruction and analyze data to guide planning for interventions and corrective instruction. (A2.04)	Complete 04/06/2023	Jennifer Klason	04/07/2023
<i>Notes:</i> Note: Substitute pay will be provided for certified staff to have planning days each quarter. (Title I Plan Expense: \$8,891.89)						
	9/26/22		An Instructional Academic Coach will be assigned to each grade level. The coach will help ensure Instructional Teams develop standards-aligned units of instruction to assist in core instructional planning for each subject and grade level. Instructional planning in each grade level will include corrective instruction.	Complete 06/09/2023	Oneeka Lockhart	06/09/2023

Notes: Note: Funding to hire an additional Instruction Academic Coach. This provides a coach for K-2 traditional language, 3-5 traditional language, and the K-4 Dual Language program. (Title I Plan Expense: \$93,601.04)

9/8/23	During long range planning days, grade level teams will review standards for vertical alignment and look for trends in standards to ensure students are receiving instruction that picks up where the lower grade level stopped and delivers students to where the higher grade level will begin. Title I Expense: Substitutes for Long Range Planning Days (\$14,016.03)	Complete 04/26/2024	Janine Nelson	04/26/2024
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Notes:

9/8/23	Teachers will review 2022-2023 EOY testing data to look for sub-group trends. They will use common formative assessments, NWEA MAP, and interim assessment data to analyze student mastery of standards and plan for instruction. Title I Expense: EEA for Additional Responsibilities – School Testing Coordinator (\$3,000)	Complete 06/07/2024	Jennifer Klason	06/07/2024
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Notes:

10/24/23	Grade level teams will plan at least two field trips that align with standards, support the curriculum being taught, and enhance student understanding. Title I Expense: Funding to support field trip costs (\$2,496.74)	Complete 06/07/2024	Janine Nelson	06/07/2024
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Notes:

9/29/24	Schedule quarterly long-range planning days for teachers to collaboratively plan for upcoming quarters that will incorporate time for teachers to compare standards from previous and next grade levels to ensure continuity and progression across grade levels. Title I Expense: Title I Expense: Substitutes for Long Range Planning Days (\$11,303.25)		Nina Fuller	04/30/2025
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Notes:

9/29/24	Grade level teams will plan at least two field trips that align with standards, support the curriculum being taught, and enhance student understanding.		Laketha Blackwell	05/30/2025
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Notes:

9/29/24	Develop a Master Schedule that includes weekly PLC for grades K-5, PLC meetings will be structured to focus on monitoring student data, instructional modeling, and standards-aligned lesson planning. PLCs will be led by trained facilitators who can guide data analysis, instructional strategies, and collaborative planning effectively.		Nina Fuller	05/30/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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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>		There are some transition supports in place when students move to the next grade level. PreK teachers provide the most structured support for moving to the grade level. Rising 6th grade students who are EC also participate in transition meetings to plan for their needs the following school year. Teachers do create rosters for the following year.	Limited Development 10/23/2020		
<i>How it will look when fully met:</i>		Teachers will complete the Student Transition Form before students return to school each year. We will continue with our PreK and EC transition supports and with teachers creating the rosters for the following school year. Student Transition Form documentation, transition event planning, and roster creation documents will serve as evidence.		Trent Walton	06/12/2027
Actions			4 of 5 (80%)		
9/27/22		We will host a Kindergarten family event to provide families with information about Kindergarten and how to best support their student.	Complete 09/02/2022	Trent Walton	09/02/2022
<i>Notes:</i>					
9/27/22		PreK students will attend specials (Music, Art, PE, and Media) during the final weeks of school to experience the courses in preparation for Kindergarten.	Complete 06/09/2023	Kayla Hodges	06/09/2023
<i>Notes:</i>					
9/8/23		Grade level teachers collaborate with EC and EL teachers to create balanced rosters for the following school year.	Complete 05/31/2024	Laura Ayers	05/31/2024
<i>Notes:</i>					

9/10/23	PreK students will include transition activities during the final month of school in preparation for Kindergarten: 1) visit specials (Music, Art, PE, and Media) and 2) eat lunch in the cafeteria.	Complete 05/31/2024	Bill Budusky	05/31/2024	
<i>Notes:</i> Will occur during May 2024.					
9/8/23	Teachers complete the Student Transition Form that identifies students Social Emotional, Academic, Attendance, Health concerns, etc. needs as they matriculate to the next grade level.		Analia Wells	10/31/2024	
<i>Notes:</i>					
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hunter addresses indicator D2.05 through much of its work on the SEL/PBIS team. PBIS posters, the Hunter Pledge, and quarterly celebrations have been a consistent part of Hunter student life. Students are reminded about PBIS each day. (Chronic Absenteeism) School staff developed a core management plan that is focused on building relationships and teaching expected behaviors that are reinforced.	Limited Development 09/10/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Hunter will continue to use PBIS posters, the Hunter Pledge, and quarterly celebrations to keep PBIS on students' minds. This SEL/PBIS Committee will increase the variety of quarterly celebrations. Homeroom classes will earn PBIS certificates to signify they are PBIS Certified and again remind them daily of the PBIS expectations. We will be more intentional as a staff by honoring students to exemplify each part of the Hunter pledge on a monthly basis. Evidence will include updated posters, a list of classes who have earned their PBIS certificate, lists of students being recognized for monthly character awards, and a decrease in the number of students ineligible for quarterly PBIS celebrations.		Paola Jara Santos	06/12/2026
Actions			8 of 9 (89%)		
10/21/21	TITLE I SPENDING ACTION: \$2,600. Onward SEL Training by Cheryl Beeson (certified coach). Full day professional learning event for staff with ongoing support throughout the academic year.	Complete 08/10/2021	Oneeka Lockhart	08/10/2021	
<i>Notes:</i>					

9/17/21	PBIS Manual and PBIS Lessons	Complete 08/23/2021	Laura Ayers	08/23/2021
	<i>Notes:</i> This action is an effort to exit the school from TSI-AT status.			
9/17/21	Onward Training and onboarding for all staff.	Complete 05/24/2022	Trent Walton	06/01/2022
	<i>Notes:</i>			
9/25/22	PBIS posters are visible around the building.	Complete 08/29/2022	Zane Doty	09/30/2022
	<i>Notes:</i>			
9/25/22	Classes that follow the school wide expectations will earn a certificate.	Complete 09/30/2022	Janine Nelson	09/30/2022
	<i>Notes:</i>			
9/25/22	Re-Creating the Hunter Pledge for each classroom to increase visibility.	Complete 09/30/2022	Zane Doty	09/30/2022
	<i>Notes:</i>			
9/25/22	Quarterly celebrations each nine weeks.	Complete 06/09/2023	Laura Ayers	06/09/2023
	<i>Notes:</i>			
9/25/22	Monthly awards for character (H, U, N, T, E, R).	Complete 06/02/2023	Janine Nelson	06/09/2023
	<i>Notes:</i>			
9/25/22	Effective engagement strategies implemented to engage All students.		Monica Frye	06/06/2025
	<i>Notes:</i>			
Implementation:		09/25/2022		
Evidence	5/27/2022 Onward staff meetings SEL/PBIS committee meetings Onward CEU completion PBIS Lessons implementation			
Experience	5/27/2022 Staff participated in Onward training all year. Cheryl Beeson presented in multiple staff meetings throughout the year to support the Onward book study. Our final SEL/PBIS team meeting included discussions with Ms. Beeson on how to sustain and continue using Onward activities and teachings into the 2022-2023 school year.			
Sustainability	5/27/2022 Consistently implement and remind staff of the Onward trainings, mindsets, and supporting activities. We want to help staff take care of their mental and physical health needs in order to be at their best performance levels.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		To support SEL goals, teachers use the Meet Up system from Harmony to check in with students and gauge emotional states. During this time, and while utilizing the Buddy Up system, teachers guide students in managing their emotions. School Counselor lessons are taught throughout the school year to support students' SEL needs and help build their skill set for self-management.	Limited Development 10/23/2020		
<i>How it will look when fully met:</i>		Teachers will consistently utilize Meet Up and Buddy Up programming and Harmony lessons to provide emotional supports for students. Students will receive lessons on a rotating schedule from the School Counselor. Students will be placed in SEL Skills Groups as an intervention when they have demonstrated behavior difficulties and receive support to teach and improve social behaviors. Observational data of Meet Up, Buddy Up, and Harmony lesson use. Evidence includes the School Counselor teaching schedule and the master schedule including time for Meet Up in each grade level.		Trent Walton	06/11/2026
Actions			6 of 8 (75%)		
	9/25/22	Homeroom teachers collaborate with students to create Harmony Goals for their classroom, which are used to guide students in managing their behaviors in class. Teachers submit these goals via survey.	Complete 09/02/2022	Laura Ayers	09/30/2022
<i>Notes:</i>					
	9/25/22	SEL/PBIS Committee reviews the homeroom Harmony Goals and reduces them the top 3-5 goals. These top goals are then provided to Specialists, Exceptional Children, and English Learner teachers to post and use in their classroom.	Complete 09/30/2022	Michelle Childress	10/28/2022
<i>Notes:</i>					
	9/25/22	Guidance instruction is provided on ways to calm yourself through guidance lessons.	Complete 06/02/2023	Laura Ayers	06/09/2023

<i>Notes:</i>				
9/25/22	Social emotional lessons are directly taught, incorporating elements of Harmony SEL curriculum.	Complete 06/09/2023	Michelle Childress	06/09/2023
<i>Notes:</i>				
10/23/20	SEL Committee meetings are conducted monthly to guide the schoolwide implementation of the SEL program, respond to concerns, and monitor fidelity.	Complete 06/07/2024	Laura Ayers	06/07/2024
<i>Notes:</i>				
9/7/23	The School Counselor teaches lessons during Specials to each grade level. Topics include problem solving, self-care, and self-regulation.	Complete 06/07/2024	Laura Ayers	06/07/2024
<i>Notes:</i>				
9/29/24	Teachers use the Harmony SEL curriculum and provided lessons to teach SEL lessons.		Laura Ayers	06/11/2025
<i>Notes:</i>				
9/29/24	SEL Skills Groups are implemented using discipline data and teacher input, with students grouped by similar behavior difficulties. Students will receive coaching and mentorship from their Skills Group leader as they practice positive social behaviors.		Laura Ayers	06/11/2025
<i>Notes:</i> Groups will be formed as needed.				

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

Initial Assessment:

(Loss of Instructional Days Goal) At the school level, we currently communicate about behavioral expectations with parents through our Student Handbook and in conversations as behavior difficulties are developing with a student. At the classroom level, teachers share expectations with parents at the beginning of the year and as behavior difficulties develop with a student. We do not have a more formal, proactive method for sharing behavior expectations and partnering with families.

(Chronic Attendance Goal) Parents receive consistent communication regarding attendance expectations. Families receive messages that are proactive regarding the importance of consistent attendance and why it is valuable. As students enter Tier 1, Tier 2, and Tier 3 stages of chronic attendance, staff members connect more frequently to partner with parents to reduce poor attendance.

(Performance Composite Goal) Hunter Elementary typically hosts the Kindergarten Parent Breakfast, Parent/Teacher Conferences, and Student-Led Conferences each year. These events are used to communicate our expectations to families and provide information on the curriculum of the home.

Limited Development
09/20/2022

<p>How it will look when fully met:</p>	<p>(Loss of Instructional Days Goal) We will hold meetings and share information via text, phone, and video messages to educate families about our behavior expectations.</p> <p>Event agendas, copies of messages and videos, parent sign ins.</p> <p>(Chronic Attendance Goal) Families and students will understand the school attendance policy, recognize the value and importance of consistent attendance, and learn more about how they can support their child to be consistently willing to attend school. Communication barriers that impact Hunter families will be reduced using Talking Points and Class Dojo.</p> <p>Examples of communications to families about the importance of attendance, our attendance video and letters, and communications from staff.</p> <p>(Performance Composite Goal) Kindergarten Parent Breakfast, Parent/Teacher Conferences, and Student-Led Conferences will be conducted. Additionally, staff will identify other opportunities to meet with parents to share expectations and support the curriculum of the home. Families will leave events with information and knowledge about how to better support their student.</p> <p>Invitations and sign in sheets will serve as evidence. Information and materials shared with families will also serve as evidence.</p>		<p>Jhonatan Marin-Mesa</p>	<p>06/12/2026</p>
<p>Actions</p>		<p>10 of 11 (91%)</p>		
<p>9/20/22</p>	<p>The principal shares a letter with families outlining attendance expectations and how families can support healthy student attendance.</p>	<p>Complete 10/04/2022</p>	<p>Trent Walton</p>	<p>10/04/2022</p>
<p><i>Notes:</i></p>				
<p>9/27/22</p>	<p>Hunter will conduct a One School, One Book event for students.</p>	<p>Complete 04/06/2023</p>	<p>Laura Ayers</p>	<p>04/28/2023</p>
<p><i>Notes:</i> Title I Expense: \$5,000, Parent & Family Engagement</p>				
<p>9/27/22</p>	<p>Hunter will provide students a Build Your Home Library event.</p>	<p>Complete 05/18/2023</p>	<p>Jennifer Cox</p>	<p>05/18/2023</p>

Notes: Title I Expense: \$2,500, Parent & Family Engagement

9/27/22	Hunter will conduct student-led conferences and an additional parent event and will provide families dinner at the event.	Complete 06/02/2023	Ikea Hill	06/09/2023
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Notes: Title I Expense: \$6,583.22, Parent and Family Engagement

9/7/23	Host a Kindergarten family event at the beginning of the school year to introduce families to the importance of consistent attendance and begin building relationships with parents.	Complete 09/08/2023	Suzanne Fray	09/15/2023
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Notes:

9/8/23	A Kindergarten Parent Meeting will be conducted to help orient Kindergarten parents on the needs of their student when entering Kindergarten.	Complete 09/08/2023	Oneeka Lockhart	09/15/2023
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Notes:

9/20/22	A premade attendance video featuring our Social Worker and Flash the Hawk mascot is shared with students, families, and staff that communicates the expectations for attendance and how strong attendance will be celebrated. The principal shares a letter with families outlining attendance expectations and how families can support healthy student attendance.	Complete 09/22/2023	Suzanne Fray	09/22/2023
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Notes:

9/7/23	Simplify the process for staff to communicate with families by using the Talking Points translation app. Staff will be able to communicate in the family's home/preferred language and not need an interpreter to facilitate conversation. This program can also be utilized to send informational fliers, videos, and more. Families of students with attendance concerns will be individually contacted through Talking Points. Title I Plan Expense: Talking Points App (\$4,968)	Complete 09/01/2023	Trent Walton	09/30/2023
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Notes:

9/8/23	Teachers will schedule and lead Parent/Teacher Conferences with the family of every student at the end of the 1st quarter.	Complete 11/22/2023	Monica Frye	11/22/2023
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Notes:

9/8/23	Staff will plan and host Student-Led Conferences for parents at the end of the 2nd quarter. Title I Expense: Food and supplies for conferences (\$2,500)	Complete 02/09/2024	Yazmin Ruiz	02/16/2024
<i>Notes:</i>				
9/7/23	Parents will have opportunities to learn about expectations for student behavior, academics, and other elements of school and how we support students in improving behavior and academics at events throughout the year. Events include Title I Night, EL Parent Nights, Parent/Teacher Conferences, Student-Led Conferences, and the International Learning Festival. Title I Expense: \$3,586.38 in Parent & Family Engagement funds.		Jhonatan Marin-Mesa	03/31/2025
<i>Notes:</i>				

	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parent/Teacher conferences are currently scheduled for BOY, EOY, MOY. Student-Led conferences are scheduled for MOY. The conferences occur at the end of the first and second quarter, respectively. Teachers will have quarter grade information, interim assessment data, and other assessment data to share. Teachers will also use both events to share the student attendance trackers to help parents visualize their child's attendance.	Limited Development 09/22/2022		
<i>How it will look when fully met:</i>		Parent/Teacher conferences are currently scheduled for 3 times a year EOY, BOY and MOY. Student-Led conferences occur during EOY. Teachers will have quarter grade information, interim assessment data, and other assessment data to share. Teachers will also use both events to share the student attendance trackers to help parents visualize their child's attendance. Teachers will meet with parents for every student for 20-minute parent/teacher conferences. They will share attendance information and show the connection between consistent attendance and academic performance. For the student-led conferences, parents will see the connection between quality work and consistent attendance. Teachers will submit parent sign-in documentation for all conferences. Teachers will submit attendance trackers at the end of the school year.		Trent Walton	06/12/2026
Actions			5 of 7 (71%)		
9/22/22	A Student Attendance Tracker will be made and provided to homeroom teachers. Students will track their attendance by color-coding the tracker (green/present; yellow/tardy; red/absent).		Complete 08/26/2022	Suzanne Fray	08/29/2022
<i>Notes:</i>					
9/22/22	The classroom attendance tracker will be shared with parent(s) and/or caregiver(s) during the Title I Night/Open House (October 4, 2022), Parent/Teacher Conferences (November 7-10, 2022), and Student-Led Conference Night (February 9, 2023).		Complete 02/16/2023	Kristin Stewart	02/16/2023
<i>Notes:</i>					

9/22/22	Parent/Teacher Conferences at the end of the 1st quarter and Student-Led Conferences at the end of the 2nd quarter are conducted to facilitate two-way communication about the student.	Complete 02/16/2023	Suzanne Fray	02/16/2023
<i>Notes:</i>				
10/27/23	Parent/Teacher conferences will occur at the end of the 1st quarter.	Complete 11/21/2023	Oneeka Lockhart	11/17/2023
<i>Notes:</i>				
10/27/23	Student-led conferences will occur at the end of the 2nd quarter.	Complete 02/09/2024	Oneeka Lockhart	02/17/2024
<i>Notes:</i>				
6/6/24	Student-led conferences will occur at the end of the 2nd quarter.		Kymberly Smith	02/15/2025
<i>Notes:</i>				
6/6/24	Parent/Teacher conferences will occur at the end of the 1st quarter.		Jeree Powell	11/22/2025
<i>Notes:</i>				