

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 2026, all K–5 students at Hunter Elementary will be exposed to a minimum of three career exploration opportunities that are designed to excite scholars about future career pathways.

By June 2026, Hunter Elementary School will increase the percentage of students demonstrating deep understanding of grade-level content as measured by state or local reading and math assessments. K-2 Math Assessment – 70% At or Above Benchmark

By June 2026, Hunter Elementary School will achieve “Operationalizing (2)” on FAM-S Item 22 by implementing an integrated, data-based problem-solving process across all tiers to improve student outcomes in attendance, behavior, social-emotional learning, and academics — as measured by reductions in chronic absenteeism and suspensions, increased student engagement indicators, and growth on state and district academic assessments.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		Our career fair for the 2024-2025 school year was repeatedly postponed due to inclement weather. We partnered with a local academic sorority to help support the event and were unable to host the event due to the consistent inclement weather delays.	No Development 09/07/2023		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>When this objective is fully met, all students in grades 4–5 will participate annually in a schoolwide career fair where parents, community members, and industry partners present a wide range of career options. Students will be actively engaged in interactive sessions that expose them to diverse career pathways and excite them about future opportunities. Teachers will integrate pre- and post-fair lessons to connect the experience to grade-level standards, ensuring career exploration is not an isolated event but part of a broader instructional plan. Family and community partnerships will be visible, with a strong presence of volunteers sharing authentic career experiences.</p> <p>Evidence of Full Implementation:</p> <ul style="list-style-type: none"> • Participation Data: Attendance rosters indicating participation rates of students in grades 4–5 participated in the career fair. • Partnership Records: Documentation of parent and community volunteers who participated (e.g., sign-in sheets, partnership logs). • Instructional Artifacts: Lesson plans or student work samples demonstrating pre- and post-career fair connections to standards. • Perception Data: Student reflection surveys indicating increased excitement and awareness about careers. • School Communication Records: Flyers, newsletters, and digital communications showing outreach to families and community partners. 		Ikea Hill	06/10/2026
Actions			0 of 1 (0%)		
	9/17/25	Career Day: Community members and families share their professions through interactive presentations and hands-on demonstrations.		Ikea Hill	03/27/2026
<i>Notes:</i> Laura Ayers, School Counselor, will support Ikea Hill.					

Implementation:		06/16/2025		
<i>Evidence</i>	9/28/2024			
<i>Experience</i>	9/28/2024			
<i>Sustainability</i>	9/28/2024			

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
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Initial Assessment:	Current actions include a beginning-of-year “School at a Glance” data dive, where staff reflected on 2024–2025 performance data and identified schoolwide trends. The School Improvement Team has used these findings to begin action planning, ensuring that instructional priorities and professional development are aligned with the identified areas of need. Currently established the need for EL training for all staff on classroom best practices, effective lesson planning, and data driven small group instruction.	No Development 09/25/2022			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When this objective is fully met, the LEA/School will have established a continuous cycle of data review in which school performance data and aggregated classroom observation data are consistently analyzed, discussed, and used to directly inform school improvement priorities and professional development planning. The School Improvement Team and grade-level teams will regularly engage in data-driven conversations that lead to clearly defined action steps, alignment of professional learning to identified needs, and measurable changes in instructional practice. Evidence of full implementation will include documented agendas and minutes from data review meetings, updated action plans that reflect trends and next steps, schoolwide and grade-level data dashboards showing progress toward goals, and professional development plans tied explicitly to the findings. Additional evidence will include improved student performance data, growth on classroom observation indicators, and staff feedback confirming that professional learning opportunities are relevant and aligned to areas of need. Resources and data sources used will include school performance composites, classroom walkthrough and observation data, interim and benchmark assessments, and school improvement planning documents.			Trent Walton	06/11/2027
Actions		0 of 8 (0%)			
9/17/25	Math Manipulatives & Professional Learning: Provide professional development on Base 10 blocks and ensure consistent use of manipulatives (money, decimals, fractions) paired with Eureka Math Squared.		Samantha Crews	10/19/2025	
<i>Notes:</i>					

9/17/25	Reduce Lost Instructional Days Due to Suspensions: Implement proactive behavior supports, core management plans, instruction embedded with SEL opportunities, and restorative practices to decrease suspensions, ensuring students remain engaged in learning. Provide staff training in de-escalation, reinforce PBIS expectations, and use alternative in-school supports when possible.		Laketha Blackwell	06/10/2026
<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. Supports FAMS item 7 and item 22		Analia Wells	06/10/2026
<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)				
9/17/25	MTSS Data Team Meetings: Establish regular problem-solving meetings to review attendance, behavior, SEL, and academic data; identify at-risk students; and plan tiered supports (e.g. IPS, Data PLCs, Attendance Team, ILT, SLT). Supports FAMS Item 22		Trent Walton	06/10/2026
<i>Notes:</i>				
9/17/25	Progress Monitoring System: Develop and use common protocols for tracking student response to interventions across academics, behavior, and SEL, ensuring data drives instructional adjustments (e.g. EduClimber).		Laketha Blackwell	06/10/2026
<i>Notes:</i>				
9/17/25	Tiered Attendance & Behavior Supports: Implement proactive interventions (check-ins/check-outs, behavior contracts, family engagement calls) for students identified as chronically absent or at risk of suspension.		Laketha Blackwell	06/10/2026
<i>Notes:</i>				
9/17/25	Chronic Absenteeism Reduction: Implement a tiered system of supports to reduce chronic absenteeism, including regular monitoring of attendance data, proactive family communication, student mentoring and check-ins, and recognition for improved attendance. Emphasize the connection between attendance and academic success to students and families.		Suzanne Fray	06/10/2026
<i>Notes:</i>				

9/17/25	Data-Driven Small Groups: Create and adjust small groups weekly for reading, math, and 5th grade science instruction based on CFA, Interim Assessment, DIBELS/Lectura, MAP, and other data sources.		Laketha Blackwell	06/10/2026
<i>Notes:</i>				
Implementation:		09/17/2025		
Evidence	6/16/2025 6/16/2025-Mr. Walton did a Monthly Data Dive with school leadership and all staff members at staff meetings			
Experience	6/16/2025			
Sustainability	6/16/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Students currently have access to connected text and decodables, though their use is not yet consistent or fully aligned to individual skill needs. Small groups are built into the master schedule, and teachers use data to form groups; however, weekly adjustments are not always intentional or timely. Students consistently engage with digital math tools such as Zearn (traditional) and Dreambox (Dual Language), providing regular practice opportunities. In science, small groups implementation will be a new feature to be used with intentionality. Vocabulary strategies are not yet embedded systematically.	Limited Development 09/26/2022		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Description of Full Implementation:</p> <p>When this objective is fully met, connected text and decodables will be consistently used across all classrooms, with materials intentionally matched to individual student ability and skill needs. Teachers will implement data-driven small groups in reading, math, and 5th grade science, adjusting groups weekly based on CFA, interim assessments, DIBELS/Lectura, MAP, and other data sources. Digital math tools (Zearn for traditional and Dreambox for Dual Language) will be embedded into math small group instruction at least three times per week for 20 minutes per session, supporting differentiated practice. In 5th grade science, teachers will consistently use CFA data to form groups and incorporate vocabulary strategies such as the Frayer Model and vocabulary frontloading, ensuring equitable access to rigorous content. Instruction across these areas will be routine, systematic, and aligned to grade-level standards.</p> <p>Evidence of Full Implementation:</p> <ul style="list-style-type: none"> • Lesson Plans & Walkthrough Data: Documentation showing intentional use of decodables aligned to student ability. • Small Group Plans & Logs: Weekly records of small group assignments and instructional focus areas based on current assessment data. • Digital Usage Reports: Zearn and Dreambox platform data confirming student participation at the required frequency. • Assessment Data: Improved performance on CFAs, interims, DIBELS/Lectura, MAP, and EOGs demonstrating the impact of small group instruction. • Science Artifacts: Evidence of science small group planning and student work samples incorporating vocabulary strategies. • Meeting Notes: PLC minutes reflecting regular review of student data to drive adjustments to small groups and instructional strategies. 			Laketha Blackwell	06/10/2026
Actions			0 of 6 (0%)		
9/17/25	<p>MTSS Data Team Meetings: Establish regular problem-solving meetings to review attendance, behavior, SEL, and academic data; identify at-risk students; and plan tiered supports (e.g. IPS, Data PLCs, Attendance Team, ILT, SLT).</p>			Laketha Blackwell	09/30/2025

<i>Notes:</i>				
9/17/25	Connected Text & Decodables: Provide students with decodable texts aligned to individual ability to build fluency and comprehension.		Jessica Ritter	06/10/2026
<i>Notes:</i>				
9/17/25	Digital Math Tools: Use Zearn (traditional) and Dreambox (Dual Language) for math small group practice at least 3x/week for 20 minutes per session.		Trent Walton	06/10/2026
<i>Notes:</i>				
9/17/25	Science Instruction & Small Groups: Use CFA data to form small groups in 5th grade; embed vocabulary strategies (Frayer Model, frontloading).		Krystal McDonald	06/10/2026
<i>Notes:</i>				
9/28/25	Daytime Tutor for Biliteracy Development: Provide targeted small-group tutoring in Spanish during the school day to support students' biliteracy growth. Tutoring will focus on foundational reading skills (phonological awareness, decoding, fluency) and comprehension strategies, aligned with the Caminos curriculum and grade-level standards. The tutor will collaborate with classroom teachers to ensure instruction is data-driven and connected to ongoing classroom learning. (Title I Expenditure: \$10,334.40)		Analia Wells	06/10/2026
<i>Notes:</i> (Title I Expenditure: \$10,334.40)				
9/28/25	Half-Time Teacher Assistant for Literacy and Math Support: Employ a half-time Teacher Assistant to provide instructional support in reading and math. The TA will work with small groups under the guidance of the classroom teacher, focusing on foundational reading skills (phonics, fluency, comprehension) and math fluency (fact practice, number sense, problem-solving strategies). The TA will also assist with progress monitoring and provide targeted interventions aligned to classroom instruction and student data. (Title I Expenditure: \$23,882.17)		Samantha Crews	06/10/2026
<i>Notes:</i>				
Implementation:		06/16/2025		
Evidence	6/16/2025 6/16/2025-Tutoring Schedule, Tutoring Student Roster			
Experience	6/16/2025			
Sustainability	6/16/2025			

Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Hunter currently plans at least one field trip per grade level each year that connects to student career interests and provides real-world exposure. In academics, our math practice structures are emerging and limited, though some routines are in place. Teachers engage in vertical alignment conversations to build consistency across grade levels, and vocabulary development is supported through our existing curriculum materials and lesson plans	Limited Development 09/26/2022			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		

<p>How it will look when fully met:</p>	<p>Description of Full Implementation:</p> <p>When this objective is fully met, career exploration will be embedded consistently across grade levels and subjects. In homeroom, teachers will intentionally connect CKLA/Caminos unit topics to diverse careers and pathways, making content relevant to students' futures. The school counselor will provide career-focused lessons within the specials rotation using tools such as Discovery Education and career interest surveys, giving students structured opportunities to explore personal interests. In Specials, teachers will highlight careers directly connected to their content areas (e.g., Art - Graphic Designer, PE - Physical Therapist). Each grade level will participate in at least one field trip or virtual tour annually, providing direct exposure to authentic career environments such as businesses, STEM labs, health organizations, and museums. Instructional teams will also strengthen math practice structures, vertical alignment of standards, and vocabulary development to ensure that students are academically prepared to access and engage with future career opportunities.</p> <p>Evidence of Full Implementation:</p> <ul style="list-style-type: none"> • Lesson Plans & Walkthroughs: Documentation showing career connections embedded in CKLA/Caminos, Specials, and Counselor lessons. • Student Participation Records: Rosters and reflection assignments from career spotlight lessons, field trips, and virtual tours. • Partnership Logs: Records of community and parent presenters who participated in career-focused events. • Vertical Alignment Agendas/Minutes: Evidence of cross-grade planning sessions for math and vocabulary. • Student Work Samples: Frayer Models, questioning mats, and RDW problem-solving tasks linked to career-connected content. • Surveys/Feedback: Student reflections indicating excitement and increased awareness of careers, plus family feedback on the effectiveness of communication and events. 		<p>Analia Wells</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 8 (0%)</p>		
<p>9/17/25</p>	<p>Math Practice Structures: Implement daily/weekly routines including Math 4 Today (standards-based morning work in grades 3-5), Kumon (facts fluency in grades 3-5), and the Read-Draw-Write (RDW) process with posted anchor charts in all grades.</p>		<p>Jeree Powell</p>	<p>11/04/2025</p>
<p>Notes:</p>				

9/17/25	Vertical Alignment of Standards: Conduct vertical alignment planning sessions for vocabulary, Numbers & Operations in Base Ten (NBT), and Numbers & Fractions (NF).		Samantha Crews	06/10/2026
<i>Notes:</i>				
9/17/25	Vocabulary Development & Instructional Strategies: Frontload CKLA/Caminos and science unit vocabulary, tier vocabulary across grade levels, and use the Frayer Model/Questioning Mats to strengthen comprehension.		Analia Wells	06/10/2026
<i>Notes:</i>				
9/28/25	Technology/STEM Teacher to Enhance Learning: Employ a Technology/STEM teacher to develop students' use of technology as a tool for learning in STEM content and reading for learning. This role will provide direct instruction in technology applications, support integration of digital tools into STEM lessons, and reinforce literacy through content-area reading strategies. The teacher will collaborate with grade-level teams to design standards-aligned STEM units that build problem-solving, critical thinking, and digital literacy skills. (Title I Expenditure: \$88,415.43)		Jennifer Cox	06/10/2026
<i>Notes:</i>				
9/17/25	Career Spotlight Lessons (Homeroom): Incorporate career connections into CKLA/Caminos Unit topics to highlight diverse careers and pathways.		Samantha Crews	06/10/2026
<i>Notes:</i>				
9/17/25	Career Spotlight Lessons (School Counselor): Incorporate career lessons into specials rotation and utilize tools, including Discovery Education and career interest surveys.		Jeree Powell	06/10/2026
<i>Notes:</i>				
9/17/25	Career Spotlight Lessons (Specials): Incorporate career connections into Specials topics to highlight diverse careers and pathways (e.g., Art/Graphic Designer, Music/Producer, Media/Author, PE/Physical Therapist, Technology/IT Technician).		Jennifer Cox	06/10/2026
<i>Notes:</i>				
9/17/25	Field Trips or Virtual Tours: At least one per grade level that exposes students to real-world career environments (e.g., local businesses, museums, health organizations, STEM labs).		Laketha Blackwell	06/10/2026
<i>Notes:</i>				
Implementation:		06/16/2025		

<i>Evidence</i>	6/16/2025 6/16/2025- Long Range Planning Agenda/Minutes, Master Schedule, PLC Agenda			
<i>Experience</i>	6/16/2025			
<i>Sustainability</i>	6/16/2025			

Core Function:	Domain 4: Culture Shift
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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>		We are currently implementing core behavior strategies by having all K–5 certified staff follow a beginning-of-year core management plan. The team has developed a tiered system of response to address student behaviors. In addition, attendance is being closely monitored, with students tiered based on the number of school days missed. Each teacher is using a daily student attendance tracker, allowing students to monitor their own attendance and engage in supportive conversations as needed	Limited Development 10/23/2020			
<i>How it will look when fully met:</i>		When this objective is fully met, all K–5 certified staff will consistently implement the core management plan with fidelity across classrooms, and the tiered system of response for behavior will be applied seamlessly with clear interventions and ongoing progress monitoring. Students will independently use attendance trackers with minimal teacher prompting, reflect on their progress, and articulate the importance of strong attendance. Evidence of full implementation will include decreased office referrals and repeated Tier 2/3 behaviors, improved daily attendance rates and reductions in chronic absenteeism, student attendance trackers showing consistent monitoring, teacher documentation of interventions and restorative conversations, and observation data confirming consistent application of the management plan across all settings. Resources and data sources to support this evidence will include BOY data, schoolwide attendance dashboards, behavior referral tracking, and teacher-student conferencing notes.		Trent Walton	06/10/2026	
Actions			0 of 3 (0%)			
	9/17/25	Chronic Absenteeism Reduction: Implement a tiered system of supports to reduce chronic absenteeism, including regular monitoring of attendance data, proactive family communication, student mentoring and check-ins, and recognition for improved attendance. Emphasize the connection between attendance and academic success to students and families.		Suzanne Fray	06/09/2026	

<i>Notes:</i>				
9/17/25	Reduce Lost Instructional Days Due to Suspensions: Implement proactive behavior supports, core management plans, instruction embedded with SEL opportunities, and restorative practices to decrease suspensions, ensuring students remain engaged in learning. Provide staff training in de-escalation, reinforce PBIS expectations, and use alternative in-school supports when possible.		Laketha Blackwell	06/09/2026
<i>Notes:</i>				
9/17/25	Tiered Attendance & Behavior Supports: Implement proactive interventions (check-ins/check-outs, behavior contracts, family engagement calls) for students identified as chronically absent or at risk of suspension.		Laketha Blackwell	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hunter currently hosts parent-teacher conferences in the 1st quarter and student-led conferences in the 2nd quarter to strengthen family engagement in academic progress. The school has established systems for monitoring student attendance and behavior data, which include tiered interventions and proactive communication with families. These efforts support reductions in absenteeism and behavior concerns by ensuring parents are active partners in the problem-solving process.	Limited Development 09/20/2022		

<p>How it will look when fully met:</p>	<p>When fully implemented, Hunter will have a tiered attendance and behavior support system that proactively identifies and supports students at risk. Students who are chronically absent or at risk of suspension will participate in interventions such as check-ins/check-outs, behavior contracts, mentoring, and family engagement calls. Attendance will be monitored regularly, and recognition systems will celebrate improved attendance and behavior. Families will receive clear communication about the connection between consistent attendance, positive behavior, and academic success.</p> <p>In addition, Grade-Level Content Guides for Parents of Dual Language will be developed and shared. These guides will:</p> <ul style="list-style-type: none"> • Explain the core content and skills for each grade level. • List the specialized supports and access points used in class (sentence stems, manipulatives, graphic organizers, digital resources). • Be bilingual (English/Spanish) and distributed both digitally and in print. • Serve as a reference tool in parent-teacher and student-led conferences, grounding conversations in academic expectations and equipping families to support learning at home. <p>Evidence of Full Implementation</p> <ul style="list-style-type: none"> • Attendance & Behavior: Tracking logs of interventions, student mentoring records, recognition artifacts, and reductions in chronic absenteeism and suspension data. • Family Engagement: Logs of family calls/meetings, conference agendas, and survey data showing parent awareness of attendance expectations. • Content Guides: Published grade-level guides in English/Spanish, evidence of distribution (e.g. meeting agendas, newsletters), and parent feedback confirming usefulness in supporting learning at home. 		Laketha Blackwell	06/10/2026
Actions		0 of 6 (0%)		
9/8/23	Teachers will schedule and lead Parent/Teacher Conferences with the family of every student at the end of the 1st quarter.		Laketha Blackwell	11/25/2025
<i>Notes:</i>				
9/8/23	Staff will plan and host Student-Led Conferences for parents at the end of the 2nd quarter. (Title I Expenditure for Other Food Purchases: \$2,000)		Michelle Leavelle	02/27/2026

<i>Notes:</i>				
9/17/25	Create Grade-Level Content Guides for Parents of Dual Language: Develop and share parent-friendly guides that explain the core content and skills for each grade level. These guides would also include a list of 'specialized supports and access points' that students are using in class. This ensures that conversations with parents are grounded in the academic content and gives them the tools to support their children at home.		Stephanie Jimenez	05/01/2026
<i>Notes:</i> Ms. Jimenez will support each grade level and the DL CF in writing these guides.				
9/28/25	Parent & Family Engagement Supplies and Materials: Allocate funding to provide parents and families with curriculum-aligned supplies and materials (e.g., take-home reading resources, math manipulatives, bilingual learning guides, and literacy games) to strengthen the curriculum of the home. These resources will equip families with practical tools to reinforce grade-level content, support biliteracy, and extend learning beyond the classroom. Materials will be shared at conferences, workshops, and family engagement events to maximize accessibility and impact. (Title I Expenditure: \$5,079.16)		Trent Walton	06/10/2026
<i>Notes:</i> Student-Led Conference Night International Learning Festival Additional Opportunity Needed				
9/17/25	Tiered Attendance & Behavior Supports: Implement proactive interventions (check-ins/check-outs, behavior contracts, family engagement calls) for students identified as chronically absent or at risk of suspension.		Stephanie Jimenez	06/10/2026
<i>Notes:</i>				
9/17/25	Chronic Absenteeism Reduction: Implement a tiered system of supports to reduce chronic absenteeism, including regular monitoring of attendance data, proactive family communication, student mentoring and check-ins, and recognition for improved attendance. Emphasize the connection between attendance and academic success to students and families.		Suzanne Fray	06/10/2026
<i>Notes:</i>				