Comprehensive Progress Report

Mission: Grounded in an inclusive mindset, we provide exceptional instruction, foster meaningful relationships, and embrace shared responsibility for student success to ensure every student experiences continuous academic, social, and personal growth.

Vision: Every student growing, achieving, and preparing to succeed in school, career, and life.

Goals:

By June 2027, 100% of Hunter Elementary School students in grades PreK-5 will participate in a minimum of three career exploration opportunities designed to increase awareness of future career pathways and inspire students to connect their learning to future goals.

By June 2027, Hunter Elementary School will increase the school performance composite in grades 3-5 from 41.9% to 47.0%, as measured by our benchmark assessments and EOG assessments.

By June 2027, 65% or more of Students with Disabilities (SWD) in grades 3-5 at Hunter Elementary School will demonstrate annual growth in literacy and mathematics, as measured by DIBELS Literacy and mCLASS Math screener data and/or EOG assessment results. (ATSI Goal)

Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
	KEY	**B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The Leadership Team and Instructional Leadership Team meet regularly to monitor implementation of the School Improvement Plan and progress toward school goals. Teams review career exploration participation data, student achievement data, intervention outcomes, coaching logs, and implementation evidence to determine the effectiveness of current practices. Based on these reviews, leadership identifies areas of success, addresses barriers, and adjusts supports to ensure students and staff remain on track toward meeting established goals.	Limited Development 10/21/2020		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			The Leadership Team and Instructional Leadership Team will operate as an effective continuous improvement structure that uses student outcome data, implementation evidence, and progress-monitoring measures to drive decision-making. The teams will routinely analyze schoolwide, grade-level, and subgroup performance data; monitor the implementation of career exploration, instructional, and intervention initiatives; and coordinate differentiated support for teachers and students. Leadership actions, coaching supports, and resource allocation will be consistently informed by data, resulting in timely adjustments, increased staff effectiveness, and measurable progress toward school improvement goals.		**Trent Walton**	**06/09/2027**
Actions				**0 of 2 (0%)**		
		9/3/26	The School Counselor will collaborate with appropriate staff to develop, coordinate, and monitor a schoolwide career exploration plan that ensures all PreK-5 students participate in at least three career awareness experiences annually, such as guest speakers, career fairs, field experiences, college awareness activities, and virtual career presentations.		Laura Ayers	06/09/2027

Notes:				
9/3/26	The Instructional Leadership Team will meet at least twice monthly to review grade-level, classroom, benchmark, interim assessment, and EOG performance data; monitor implementation of school improvement action steps; identify instructional trends; and coordinate targeted support to improve student achievement in grades 3-5.		Laketha Blackwell	06/09/2027
Notes:				
Implementation:		06/16/2025		
Evidence	6/16/2025 6/16/2025-Leadership Team Minutes with evidence of Tiered Coaching 6/16/2025-Running Leadership Team Meeting Minutes and Agenda 6/16/2025--2nd Grade PLC Agenda and Long Range Planning Agenda 6/16/2025- Leadership Team Discipline Data PP and Incident Report form Handbook for 2024-2025			
Experience	6/16/2025			
Sustainability	6/16/2025			

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**
Initial Assessment:			Hunter Elementary School leadership conducts daily classroom walkthroughs and instructional rounds to monitor curriculum implementation, instructional practices, student engagement, and classroom management. Administrators provide timely, specific feedback to teachers following observations, highlighting effective practices while identifying a single high-leverage next step for improvement. Feedback is focused on strengthening instructional rigor, student engagement, or classroom management to support continuous professional growth and improve student outcomes. Leadership uses observation trends gathered through walkthroughs and instructional rounds to inform coaching conversations, professional development, and school improvement efforts, ensuring instructional support is responsive to teacher and student needs.	Limited Development 09/26/2022		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Hunter Elementary School implements a differentiated instructional coaching and feedback system that is driven by classroom observation data, student performance outcomes, and teacher needs. The principal and Instructional Leadership Team conduct regular walkthroughs, instructional rounds, coaching conversations, and classroom observations to monitor curriculum implementation and instructional effectiveness. Teachers are assigned to support tiers based on instructional and observational data. Teachers requiring intensive support (Tier 3) receive weekly coaching, observations, feedback, and follow-up support. Teachers requiring targeted support (Tier 2) receive coaching and feedback on a bi-weekly basis. Teachers demonstrating strong instructional implementation (Tier 1) receive monthly monitoring, feedback, and opportunities for instructional leadership. To ensure consistent support and maximize expertise, members of the Instructional Leadership Team are assigned specific grade levels and teachers based on individual coaching strengths and areas of expertise. Team members collaborate regularly to review instructional data, monitor teacher growth, calibrate feedback, and adjust support plans. Feedback provided to teachers is timely, specific, actionable, and aligned to school instructional priorities. Coaching conversations focus on reinforcing effective instructional practices while identifying the highest-leverage next step related to instructional rigor, student engagement, classroom management, and standards-aligned instruction. As a result, professional support is personalized, responsive, and designed to continuously improve teaching and learning across the school.		**Trent Walton**	**06/07/2028**
Actions		**0 of 1 (0%)**		
9/3/26	Administrators and instructional support staff will conduct ongoing content-focused walkthroughs and coaching cycles, providing actionable feedback aligned to the school's instructional expectations for teaching and learning. (FAM-S Item 36)		Laketha Blackwell	06/09/2027
Notes:	Team will use the Refined Implementation Coaching Tool/App to support organization of meeting this goal.			
Implementation:		06/16/2025		

		Evidence	6/16/2025 NCEES Observation Schedule 2025 6/16/2025-Teacher Coaching Cycle and Co-planning Notes 6/11/2025-Success Committe Walkthrough Planning 6/11/2025 Coaching and Co-Planning Notes			
		Experience	6/16/2025			
		Sustainability	6/16/2025			
	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:			Hunter Elementary School strategically allocates time, personnel, and resources to support instructional priorities and improve student outcomes. School leadership regularly reviews student performance, instructional, attendance, and behavior data to identify needs and align supports for teachers and students. Administrators conduct daily classroom walkthroughs and instructional rounds to monitor curriculum implementation, instructional practices, student engagement, and classroom management. Timely, specific feedback is provided following observations, highlighting effective practices and identifying a high-leverage next step for improvement. Leadership uses observation trends and student outcome data to inform coaching conversations, professional development, intervention supports, and resource allocation decisions, ensuring support is responsive to the needs of both staff and students. Additionally, resources are strategically deployed to support identified school priorities, including intervention programming, instructional coaching, professional learning opportunities, family engagement efforts, and targeted supports for students requiring additional academic, attendance, behavior, or social-emotional interventions.	No Development 09/07/2023		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	School administration will strategically align time, personnel, funding, and professional learning resources to support school improvement priorities and student achievement goals. Professional development, coaching, intervention services, and family engagement opportunities are intentionally designed and differentiated based on student outcome data, classroom observation trends, and identified staff needs. School leadership and members of the Instructional Leadership Team provide ongoing coaching and support to teachers through a tiered system of professional learning that includes coaching, modeling and/or co-teaching, observations, feedback cycles, collaborative planning, and targeted professional development. Resources are allocated to maximize impact on student achievement, particularly for Students with Disabilities, Multi-Language Learners, and other identified student groups. Family engagement efforts are intentionally connected to school improvement goals and provide families with meaningful opportunities to support student learning at home. Decision-making regarding professional development, staffing, intervention supports, and family engagement is routinely informed by implementation data and student outcomes, resulting in continuous improvement across the school. School leadership and the Instructional Leadership Team will review professional development participation logs, coaching records, classroom observation data, implementation evidence, family engagement participation data, and student outcome data quarterly to evaluate the effectiveness of allocated resources and supports. Findings will be used to adjust professional learning, coaching plans, intervention services, and family engagement efforts to ensure all resources are aligned to school improvement priorities and student needs.		**Ikea Hill**	**06/07/2028**
Actions		**3 of 8 (38%)**		
9/17/25	Career Day: Community members and families share their professions through interactive presentations and hands-on demonstrations.	Complete 05/15/2026	Ikea Hill	05/22/2026
Notes:	Laura Ayers, School Counselor, will support Ikea Hill.			

2/4/26	ATSI Improvement Plan: To address identified learning gaps, Students with Disabilities (SWD) will receive high-dosage tutoring focused on strengthening reading and mathematics skills. ($15,000)	Complete 06/05/2026	Trent Walton	06/10/2026
Notes:	Funding provided for ATSI Schools. Operating budget for Hunter Elementary: $15,000			
9/30/26	Allocate Title I funds to purchase high-interest, culturally responsive, and standards-aligned library books that support literacy development and increase student access to grade-level texts aligned to the school's instructional priorities and academic achievement goals. (Title I Funded: $1,099.58)	Complete 10/13/2026	Derrick Foskey	10/30/2026
Notes:	(Title I Funded: $1,099.58)			
9/30/26	Allocate Title I Parent - Other Food Purchases funds to provide food for families attending evening academic and family engagement events, removing participation barriers and increasing attendance in activities that support the school's instructional priorities and academic achievement goal. (Title I Funded: $2,000)		Carissa Guinty	05/01/2027
Notes:	Title I Funded: $2,000 Student-Led Conference Night (February 2027) International Learning Festival (Spring 2027)			
9/3/26	Provide ongoing professional development for general education, special education, and intervention staff on evidence-based instructional strategies, differentiation, accommodations, specially designed instruction, and proactive behavior supports that increase student engagement and accelerate literacy and math growth for SWD. (FAM-S Item 35)		Samantha Crews	06/09/2027
Notes:				
9/3/26	Implement coaching cycles that include classroom observations, modeling, feedback, and follow-up support focused on the effective implementation of literacy and mathematics practices for Students with Disabilities.		Laketha Blackwell	06/09/2027
Notes:				
9/3/26	Provide semester family engagement workshops that equip families with strategies, resources, and progress-monitoring information to support literacy, mathematics, attendance, behavior, and social-emotional growth for Students with Disabilities. (FAM-S Item 35) (Title I Expenditure: $1000 Parent & Family Engagement)		Ikea Hill	06/09/2027
Notes:				

9/30/26	Allocate Title I funds to purchase Chromebooks that support small-group instruction, targeted skills practice, digital research, progress monitoring, common formative assessments, interim assessments, and EOG testing, ensuring technology resources are aligned to the school's instructional priorities and academic achievement goal. (Title I Funded: $1,500)		Derrick Foskey	06/09/2027
Notes:	(Title I Funded: $1,500)			
Implementation:		06/16/2025		
Evidence	9/28/2024			
Experience	9/28/2024			
Sustainability	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**

Initial Assessment:	Hunter Elementary School utilizes quarterly Long Range Planning Days following each interim assessment window to engage staff in a review of student performance data and instructional practices. During these sessions, school leadership and grade-level teams analyze interim assessment results, DIBELS/Lectura screenings, classroom performance data, and instructional trends to identify strengths, gaps, and opportunities for improvement. Teams use data findings to make decisions regarding corrective instruction, small-group interventions, instructional planning, and professional development needs. Student achievement data is reviewed alongside attendance and behavior data to identify potential barriers to learning and ensure supports address the whole child. Through this process, teachers refine instructional plans, adjust intervention groups, and prioritize standards for reteaching and enrichment. Additionally, school leadership, student services staff, and grade-level teams regularly review academic, attendance, and behavior data throughout the year to identify students requiring additional support and develop targeted intervention plans designed to improve student outcomes.	No Development 09/25/2022		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Hunter Elementary School will maintain a comprehensive data-driven decision-making process in which school leadership, student services personnel, and teacher teams routinely analyze academic, attendance, behavior, and implementation data to guide school improvement efforts. Data review protocols are embedded within Long Range Planning Days, PLCs, MTSS meetings, and leadership team meetings, ensuring that decisions are consistently informed by multiple data sources. Long range planning for K-2 will be adjusted to fall after BOY and MOY DIBELS and Lectura assessment windows. Teachers and leaders collaboratively use assessment results, classroom observation data, attendance trends, and behavior information to identify barriers to learning, monitor the effectiveness of instructional practices and interventions, and make adjustments in real time to supports for students and staff. Data is regularly disaggregated by grade level, subgroup, and standard to ensure resources, interventions, and professional learning opportunities are aligned to identified needs. As a result, instructional decisions, intervention planning, professional development, coaching support, and resource allocation are consistently driven by evidence, resulting in improved student achievement and continuous school improvement. School leadership, student services personnel, and grade-level teams will review interim assessment data, benchmark data, attendance reports, behavior data, intervention records, and classroom observation trends during quarterly Long Range Planning Days and monthly data-review meetings. Teams will document instructional adjustments, intervention plans, and professional learning needs and monitor progress toward school improvement goals to determine the effectiveness of actions and make modifications as needed.		**Trent Walton**	**06/07/2028**
Actions		**0 of 3 (0%)**		
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. (Title I Plan Expense: $10,506.54)		Samantha Crews	06/09/2027

Notes:	Note: Substitute pay will be provided for certified staff to have planning days each quarter. (Title I Plan Expense: $10,506.54)			
9/17/25	School leadership, student services, and grade-level teams will analyze academic assessments, attendance, and behavior data following each assessment cycle to identify barriers to student success, determine instructional priorities, and develop intervention plans for students requiring additional support. (FAM-S Item 22)		Trent Walton	06/09/2027
Notes:				
10/6/26	Implement a comprehensive UFLI fidelity plan that includes clearly communicated instructional expectations, peer observations, lesson internalization and deliberate practice during PLCs, video exemplars, and instructional coaching to strengthen foundational literacy instruction and improve DIBELS and reading outcomes.		Samantha Crews	06/09/2027
Notes:				
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:	Hunter Elementary School provides a continuum of academic supports for students through small-group instruction, targeted interventions, and specialized services. Teachers regularly analyze benchmark assessments, common formative assessments, DIBELS, mCLASS Math, classroom performance data, and progress-monitoring results to identify students needing additional support. Identified students receive targeted Tier II and Tier III interventions, including mathematics tutoring, literacy intervention, Wilson Reading instruction, and supplemental small-group support provided by instructional staff. Classroom teachers, interventionists, tutors, and support personnel collaborate to ensure instruction is aligned to student needs, data-informed, and connected to core classroom learning.	Limited Development 09/26/2022		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Hunter Elementary School will operate a comprehensive, data-driven tiered support system that provides timely academic intervention based on individual student needs. Students will be identified through a structured problem-solving process using assessment, classroom, and progress-monitoring data to be matched with evidence-based supports, including Tier II and Tier III interventions, high-dosage mathematics tutoring, Wilson Reading instruction, targeted literacy support, and supplemental small-group instruction. Teachers, interventionists, tutors, and support staff work collaboratively to monitor student progress, adjust interventions, and ensure instructional supports are aligned to classroom instruction and grade-level expectations. Resources are strategically coordinated to provide all students, particularly Students with Disabilities, access to the instructional support needed to accelerate literacy and mathematics growth. Grade-level teams, interventionists, special education staff, and school leadership will review assessment data, progress-monitoring results, intervention rosters, tutoring participation records, and instructional support logs every 4-6 weeks to evaluate student growth and the effectiveness of interventions. Teams will use the data to adjust instructional groups, refine intervention plans, allocate resources, and determine next steps to ensure students are making progress toward literacy and mathematics goals.		**Laketha Blackwell**	**06/09/2027**
Actions		**0 of 5 (0%)**		
5/8/26	Implement high-dosage tutoring in mathematics for identified Students with Disabilities, with sessions aligned to individual student skill deficits identified through mCLASS Math, interim assessment, and progress monitoring data. (ATSI Funded: $10,076.04) (FAM-S Item 22)		Laketha Blackwell	05/31/2027
Notes:				
9/3/26	Teachers will utilize benchmark, CFA, and intervention data to provide targeted Tier II and Tier III academic support (small groups) for students not meeting grade-level expectations, with weekly (Tier III) or bi-weekly (Tier II) progress monitoring. (FAM-S Item 36)		Samantha Crews	06/09/2027
Notes:				

9/3/26	Implement the Wilson Reading System with identified Students with Disabilities who demonstrate significant literacy deficits, providing structured, evidence-based reading intervention aligned to individual student needs identified through DIBELS Literacy, progress-monitoring data, and classroom performance measures. (FAM-S Item 22, Item 35, Item 36)		Samantha Crews	06/09/2027
Notes:				
9/28/25	Daytime Tutor: Provide targeted small-group tutoring during the school day to support students' literacy development. Instruction will focus on foundational reading skills aligned with grade-level standards and instructional priorities. The tutor will collaborate with classroom teachers to ensure instruction is data-driven, responsive to student needs, and connected to ongoing classroom learning. (Title I Expenditure: $11,367.84)		Laketha Blackwell	06/09/2027
Notes:				
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: $26,534.40)		Samantha Crews	06/09/2027
Notes:				
Implementation:		06/16/2025		
Evidence	6/16/2025 6/16/2025-Tutoring Schedule, Tutoring Student Roster			
Experience	6/16/2025			
Sustainability	6/16/2025			

Core Function:		**Domain 3: Instructional Transformation**			
Effective Practice:		**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Hunter Elementary School integrates career exploration opportunities into both core instruction and special area classes, including Art, Music, Physical Education, Media, and STEM. Teachers intentionally connect curriculum content to real-world careers, helping students understand how academic skills relate to future career pathways as wells as just excite and inform students about career opportunities. Instructional teams engage in weekly Data PLCs to analyze student performance data, identify instructional needs, and plan appropriate supports. Additionally, teachers participate in Content PLCs and grade-level planning sessions to develop standards-aligned instruction, analyze student work, and refine lessons based on student achievement data and identified learning needs. These collaborative structures ensure instruction remains data-driven, aligned to standards, and connected to meaningful learning experiences for students.	Limited Development 09/26/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Hunter Elementary School's instructional teams consistently develop and refine standards-aligned units of instruction that are informed by student performance data and connected to meaningful real-world applications. Career exploration is intentionally embedded across all grade levels and content areas, including core instruction and specials classes such as Art, Music, Physical Education, Media, and STEM. Students regularly engage in learning experiences that connect academic content to future careers and postsecondary opportunities. Teachers collaborate through Data PLCs, Content PLCs, and grade-level planning sessions to analyze student achievement data, identify instructional priorities, develop common assessments, and plan differentiated instruction and interventions. Instructional decisions are consistently based on data analysis and aligned to grade-level standards, resulting in a cohesive instructional program that supports both academic achievement and career awareness. School leadership and instructional teams will review PLC agendas, collaborative planning documents, unit plans, common formative assessments, student work samples, and career exploration activities on a quarterly basis. Student achievement data, intervention plans, and evidence of curriculum-to-career connections will be monitored to ensure instruction remains standards-aligned, data-driven, and reflective of the school's academic and career exploration goals.		**Samantha Crews**	**06/07/2028**
Actions		**1 of 6 (17%)**		
9/17/25	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.	Complete 01/30/2026	Jeree Powell	11/17/2025
Notes:				
9/3/26	Students in grades K-5 will participate in at least one field trip annually that includes career exploration opportunities and exposes students to real-world careers, workplaces, or postsecondary pathways.		Samantha Crews	04/01/2027
Notes:				

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: $88,122.60)		Trent Walton	06/09/2027
Notes:				
9/3/26	Grade-level teams will intentionally embed career connections into standards-aligned units of instruction by incorporating lessons, projects, readings, and activities that highlight careers related to grade-level content in math, literacy, science, social studies, physical education, and the arts.		Stephanie Jimenez	06/09/2027
Notes:				
9/3/26	Grade-level teams will engage in weekly collaborative planning to unpack content standards, analyze student work, and develop standards-aligned lessons, common formative assessments, and intervention plans. This work is done with the support of the Expanded Impact Teacher (EIT) and Multi-Classroom Coach (MCC). (Title I Expenditure: $21,400.00) (FAM-S Item 36)		Samantha Crews	06/09/2027
Notes:				
9/30/26	Allocate $1,500 in Guilford Guarantee funds to support career-focused field trips and experiences that are embedded within standards-aligned units of instruction, providing students with opportunities to explore career pathways, required education and training, and real-world applications of grade-level content (Title I Funded: $1,500)		Laketha Blackwell	06/09/2027
Notes:	(Title I Funded: $1,500)			
Implementation:		06/16/2025		
Evidence	6/16/2025 6/16/2025- Long Range Planning Agenda/Minutes, Master Schedule, PLC Agenda			
Experience	6/16/2025			
Sustainability	6/16/2025			