HUNT ELEMENTARY
2017-2018

Dr. Anita C. Mathis, Principal
Mr. Roderick Earl, Assistant Principal
Mr. Jamal Harris, Assistant Principal
November 28, 2017

Learning Today, Leading Tomorrow
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Teachers</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Pre-K</td>
<td>1</td>
<td>22</td>
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<tr>
<td>KK</td>
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<td>4</td>
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Administrators - Principal
Assistant Principal

1 Counselor
1 Music Teacher
2 P.E. Teachers
1 ESOL Teacher
5 Special Education Teachers
1 EIP Teacher

Total Student enrollment: 596
Understanding the GA Milestone Achievement Levels

**Level 1 - Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade/course.

The students *need substantial academic support* to be prepared for the next grade level or course.

**Level 2 - Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course.

The students *need additional academic support* to ensure success in the next grade level or course

**Level 3 - Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course.

The students *are prepared* for the next grade level or course

**Level 4 - Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students *are well prepared* for the next grade level or course.
Third Grade Comparison Data

Third Grade
Beginning Learners

Third Grade
Proficient Learners

Third Grade
Developing Learners

Third Grade
Distinguished Learners

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Fourth Grade Comparison Data

Fourth Grade
Beginning Learners

Fourth Grade
Developing Learners

Fourth Grade
Proficient Learners

Fourth Grade
Distinguished Learners

Learning Today, Leading Tomorrow
Student Achievement: Strengths and Weaknesses

Strengths

● 5th Grade Social Studies and Science
● 4th Grade Math

Weakness

● 3rd and 5th Grade Math and Reading
● 4th Grade Reading
● Parental involvement
● Technology
● Teacher Retention
● Student Behavior
PLAUSIBLE ROOT CAUSES

• Reading: Expectation of reading block (Structure) Reading can not be done in isolation: Reading includes combining all component to work for students area of need.

• Writing: Implementation of write score curriculum resources. How to use data from write score to improve the writing workshop.

• Math: Student weaknesses in math fluency and facts and numbers and operations.

• Lack of Technology Resources in each classroom

• Structure of Early Intervention Program

• Structure of ESOL Program

• Structure of Co-Teaching Model
Interventions

- Response to Interventions
- Early Intervention Program
- Positive Behavior Intervention System

- Trojan Time/ Increased Learning Time
- Math Remediation (K-5)
- Reading Remediation (K-3)
-- Write Score
Innovations

Classworks  Universal Screener
Growing Readers
Data Team
Positive Behavior Intervention System Coordinator
Teacher and Student Celebrations for Attendance
Student of the Month
Teacher and Staff of Month
Career Lesson (Partnership with 4-H)
RTI Training for Teachers
Math Remediation paraprofessional
ELA Remediation Paraprofessional
Parent and Teacher Organization
Third Grade (Blended Learning)
HES Clubs
  Jr Beta Club
  Trojan Greeters
  News Team
Targeted Support for Teachers

---Mentor/Mentee Partnership (Teacher Support Group)
  -peer observations, book study, support meetings

---Collaborative Planning (Rigor and Analyzing Student Work)

---Monthly Data Team Meetings

---Differentiated Professional Learning

---Individual, Grade level, and Content Area Instructional Coaching
HES Celebrates Increase in CCRPI

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<tr>
<td></td>
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Jr. Beta Club

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