

Comprehensive Progress Report

Mission:

Staff of Highland Creek Elementary commits to making a significant difference in the lives of children by contributing to building character & providing rigorous academic experiences while embracing students.

Vision:

Through partnerships with students, teachers, parents, and community stakeholders, Highland Creek Elementary will provide rigorous learning experiences to develop students distinguished in character and academics. In doing so, Highland Creek students will be easily recognizable at future schools they attend.

Goals:

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 24% in SY2021-22 to 37% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their engagement will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 69% in SY2022-23 and 74% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 43.4% in SY2021-22 to 33.2% in SY2022-23 and 23.0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		<ul style="list-style-type: none"> Instructional planning is done through standards alignment by grade level and content Data analysis occurs through bi-weekly data meetings K-5 teachers have successfully implemented the modules and skills block so we are continuing to focus on the capacity of our teachers in implementing the labs block. 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Based on walkthrough data, daily K-5 lesson objectives will be aligned to the NC Standard Course of Study or Essential Standards. Data meeting agendas indicate student progress from beginning of the year to end of year. Teachers will actively engage in weekly data analysis of students and quarterly data dives by grade. K-5 teachers have successfully implemented the 50% of lab blocks outlined in the EL curriculum modules. 		LaTasha Stinson	06/15/2024
Actions			0 of 3 (0%)		
	8/15/22	1. Administrators and Literacy Facilitator will conduct tiered walkthroughs to assess daily lesson alignment.		Ernest Saxton III	02/01/2023
<i>Notes:</i>					
	8/15/22	2. Branching minds data will be reviewed to determine student growth and progress.		Ernest Saxton III	02/01/2023
<i>Notes:</i>					
	8/15/22	3. Grade level planning minutes and, Literacy Facilitator support/fidelity checks, will monitor implementation of lab blocks outlined in the EL curriculum modules.		LaTasha Stinson	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> Our current schedule provides instructional time in addition to core for remediation and intervention. Effective use of remediation time will be fluid based on real time assessments and student growth or progress. 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> Targeted walkthroughs will capture differentiated instruction. Bi-weekly analysis of student movement by objective mastery will result overall student achievement and movement in tiered groups. 		Stacey Kata	06/15/2024
Actions				0 of 1 (0%)		
	8/15/22	1. Weekly targeted walkthroughs of differentiated time			Margie A. Brice	02/01/2023
<i>Notes:</i>						
	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>			<ul style="list-style-type: none"> 3-5 Teachers have access to individual student reports in Panorama that will guide teachers in managing student emotions and provide support. 3-5 Teachers will leverage the information gained from panorama surveys to ensure that the social emotional needs are met for students below expectations. 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> Teachers are proficient at accessing SEL information by student. SEL curriculum will be used to address student needs based on Panorama survey data. Behavior and Social-Emotional Needs standard treatment protocol will be implemented and monitored in data meetings. 		Stacey Kata	06/15/2024
Actions				0 of 2 (0%)		
	8/15/22	1. Utilize check-in and check-out protocol to provide support for SEL students			Stacey Kata	02/01/2023
<i>Notes:</i>						
	8/15/22	2. Standard Treatment Protocol for Behavior and Social Emotional Needs will be implemented for 3-5 teachers for students.			Stacey Kata	02/01/2023
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>		<ul style="list-style-type: none"> Conduct formal observations Conduct informal walkthrough observations 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Quarterly assessment of walkthrough data to determine areas of focus and trends Three times a year analyze MAP data by grade level and teacher and focus on student proficiency and growth. Identify, if applicable, correlations between walkthrough data and student assessment data. 		Sean Anderson	06/15/2024
Actions			0 of 3 (0%)		
	8/15/22	1. Formal evaluation data will be disaggregated in admin meetings to determine supports needed.		Ernest Saxton III	02/01/2023
<i>Notes:</i>					
	8/15/22	2. Informal walkthrough data will be disaggregated in admin meetings to determine supports needed.		Margie A. Brice	02/01/2023
<i>Notes:</i>					
	8/15/22	3. MAP data will be disaggregated in admin meetings to determine supports needed.		Sean Anderson	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		<ul style="list-style-type: none"> ParentSquare platform is used as the primary form of communication with families. Volunteer system indicates a high level of parent and volunteer support. Parent/student conferences have a high level of engagement and attendance Curriculum night(s) also show high attendance for families and this year we would like to add a mid-year curriculum night for families. New parent orientation will be introduced this year and be provided monthly for new families. 	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> ParentSquare membership of 95%-100% will be monitored quarterly through the platform reports Monthly volunteer report will be assessed to determine volunteer needs from staff. Parent/student conferences will be monitored through Lobby Guard Curriculum night attendance will be aggregated by grade level and teacher sign-up sheets. New parent orientation will be introduced monitored by attendance of parents. 		Ernest Saxton III	06/15/2024
Actions			0 of 5 (0%)		
	8/15/22	1. We will ensure that the ParentSquare platform participation rate is at 95%-100% based on ParentSquare membership.		Margie A. Brice	02/01/2023
<i>Notes:</i>					
	8/15/22	2. Volunteer data reports will be used to aggregate family and community involvement and support.		Debbie Wheaton	02/01/2023
<i>Notes:</i>					
	8/15/22	3. LobbyGuard report will be run quarterly attendance of families for parent/student conferences.		Debbie Wheaton	02/01/2023
<i>Notes:</i>					

8/15/22	5. To appropriately onboard new families with processes and expectations schoolwide, new parent orientation will be introduced monitored by attendance of parents.		Ernest Saxton III	02/01/2023
<i>Notes:</i>				
8/15/22	4. In order to connect with absent families, grade level team leaders will gather curriculum night attendance from teacher attendance sheets.		Grade Level Team Leaders	02/12/2023
<i>Notes:</i>				