



Villa Heights Elementary

Curriculum Night

September 18th, 2025

“Let’s Root for Each other”

Welcome Introductions



Principal Amira

Abdelhaviz



Assistant Principal

Miesha Gadsden



What's new at Villa Heights



- After-School Program (ASEP) launching in 2026–2027
 - Enrichment Clubs before and during the school day
 - School Playground open to families daily until 7:00 PM starting next Monday 9/24 - **No pets allowed- even on leash**
 - ● **“Grounds for Growth”** – Monthly Coffee with Ms. Amira! Held during the last week of each month— **First session: Thursday, September 26**
 - School volunteering begins October 13- Please apply to be a CMS Volunteer @ cmsvolunteer.com
 - New schoolwide behavior matrix & expectations rolling out
 - School tours available during the 2nd & 4th week of each month
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VH End of Year Data 2024-2025



- **Villa Heights made strong gains in K–2 literacy**” during the 2024–2025 school year. This accomplishment reflects the hard work of our students, staff, families, and community.



m-Class Growth: K-2 had 68% at or above benchmark.

Kindergarten: 61.1 points growth from MOY to EOY

1st Grade: 30/31 students grew 100+ points
1 grew 90-100 points

2nd Grade: 15/19 grew 100 + points
4 grew 90-100 points

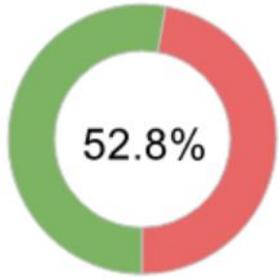
3rd Grade: 21/25 grew 100 + points
3 grew 90-100 points
1 grew 89 points



VH GLP and CCR

[Composite/All 2024-2025](#)

Grade Level Proficiency (GLP) - % of Students at Achievement Levels 3/4/5



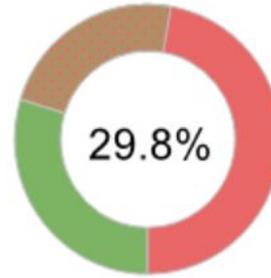
African American	45.5	<div style="width: 45.5%;"></div>
Hispanic	45.5	<div style="width: 45.5%;"></div>
White	82.8	<div style="width: 82.8%;"></div>
EL	25.0	<div style="width: 25.0%;"></div>
SWD	7.7	<div style="width: 7.7%;"></div>
AIG	96.7	<div style="width: 96.7%;"></div>

100.0

% Tested



College and Career Readiness (CCR) - % of Students at Achievement Levels 4/5



African American	20.8	<div style="width: 20.8%;"></div>
Hispanic	18.2	<div style="width: 18.2%;"></div>
White	69.0	<div style="width: 69.0%;"></div>
EL	5.0	<div style="width: 5.0%;"></div>
SWD	3.8	<div style="width: 3.8%;"></div>
AIG	83.3	<div style="width: 83.3%;"></div>

Villa Heights Elementary - School Composite

	All Students			African American			White			Hispanic			Asian		
	'24-25	'23-24	'22-23	'24-25	'23-24	'22-23	'24-25	'23-24	'22-23	'24-25	'23-24	'22-23	'24-25	'23-24	'22-23
% GLP	52.8 ▲ 3.1	49.7 ▲ 0.8	48.9 ▼ -1.9	45.5 ▲ 1.9	43.6 ▲ 1.3	42.3 ▲ 8.5	82.8 ▼ -2.2	85.0 ▲ 16.2	68.8 ▼ -4.7	45.5 ▲ 10.5	35.0 ▬ 0.0	35.0 ▲ 10.0	100.0 ▲ 54.5	45.5	
% CCR	29.8 ▼ -6.8	36.6 ▼ -2.8	39.4 ▲ 1.3	20.8 ▼ -5.8	26.6 ▼ -6.7	33.3 ▲ 11.2	69.0 ▼ -11.0	80.0 ▲ 20.6	59.4 ▼ -2.4	18.2 ▼ -16.8	35.0 ▲ 15.0	20.0 ▲ 20.0	75.0 ▲ 38.6	36.4	



Our goals this year- Going the extra degree- from effort to excellence

Goal 1: By the end of the academic year 25-26, increase the percentage of K-2 students scoring at or above benchmark in early literacy from DIBELS from 66.5% to 71.5%. (*large focus on read alouds and listening comprehension)

Goal 2: 3-5 Literacy Goal - Early Literacy Goal: by the end of the academic year 25-26, increase the percentage of students identified as College and Career Ready from 30.7 to 35.7% as measured by End of grade tests.

Goal 3: By the end of the academic year 25-26 reduce the number of chronic absenteeism rates from 17% to 10% by increasing students and family engagement and implementing consistent communication measured by attendance records and parent communication logs.

Goal 4: By the end of the academic year 25-26, increase the percentage of staff using Caring Schools with 95% fidelity using restorative practice and de escalation strategies.





Cultivating Excellence in Every Corner



Academic Environment

- PLC work
- Monitoring student Progress
- Data-driven decisions
- Curriculum alignment
- Coaching

Physical Environment

- Visual appeal
 - Classroom setup
 - Anchor charts
 - Learning targets
 - Student work samples
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Prosocial Environment

- Student engagement
- Academic Discourse
- Class Protocols
- SEL training

Personal/Professional Growth

- Individualized for each one based on data and needs assessment.





How You Can Help Our Students

Grow?

-  Read with your child every day – even 15 minutes makes a difference!
 -  Be involved – attend curriculum night, school events, and “Grounds for Growth”
 -  Volunteer at school – starting October 13
 -  Become a CMS substitute – help when a teacher is out
 -  Support our staff and students – through kind words, donations, or time
 -  Spread the word about Villa Heights – invite neighbors to tour our school
 -  Partner with us – we’re better together!
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Annual Title I Slides



Welcome to the
Title I Annual Meeting
for Parents & Families
2025 - 2026

Villa Heights
9/18/25

| Why are we here?

The *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* of 2015, requires that each Title I School hold an Annual Meeting for parents/families/community members for the purpose of:

- Informing you of your school's participation in Title I services
- Explaining the requirements of Title I, Part A
- Explaining your rights as parents to be engaged

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- What is a Title I school and what it means to be a Title I school
 - Required Set-Aside for parent and family engagement
 - The CMS Parent and Family Engagement Policy
 - How the annual evaluation of the CMS Parent and Family Engagement Policy is conducted
 - School Parent and Family Engagement Policy
 - School Improvement Plan (SIP) in NCStar
 - School-Parent Compact
 - How to request the qualifications of my child's teacher(s)
 - How parents will be notified if my child is taught by a teacher who is not deemed to be qualified by teacher licensing standards in the North Carolina ESSA Accountability Plan

What is a Title I school?

Title I is the largest federally funded educational program. A Title I school is a school receiving federal funds for students. The basic principle of Title I is that schools with large concentrations of low-income students receive supplemental funds to meet students' educational goals.

What does it mean to be a Title I School?

- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for the following:
 - Identifying students experiencing academic difficulties and providing timely assistance to help students meet the state's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parent and family engagement meetings/trainings/activities
 - Recruiting/Hiring/Retaining Highly-Qualified Teachers

How are Title I funds used in our school?

- *Parent/Family Engagement*
- *Professional Development for staff*
- *Substitutes for staff professional development*
- *Tutoring services*
- *Supplies and materials (books, technology)*
- *Curriculum development*
- *Curriculum materials*

What is the 1% set-aside and how are parents involved?

- Any Local Education Agency (LEA) or school district with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of the Title I allocation for parent and family engagement.
- Of that 1%, 10% may be reserved at the LEA/district level for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the district. In CMS, each Title I school receives its portion of the 90% to implement school-level parent and family engagement activities and events
- Title I parents have the right to provide input into decisions regarding how this money is spent. This process is completed through the School Improvement Team (SIT)

Policy?

- This policy addresses how the district or LEA will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*. It includes the following:
 - The district's expectations for parents
 - How CMS will engage parents in decision-making
 - How the district will work to build the schools' and parents' capacities in the implementation of effective parent and family engagement activities to improve student academic achievement
- Parents and families in Title I schools have the right to be engaged in the review/evaluation of this annual policy

What is the School Improvement Plan/NCStar Plan?

The School Improvement Plan (SIP) is created in an online platform called NCStar and includes:

- A Comprehensive Needs Assessment
 - Goals and Strategies to Address Academic Needs of Students
 - Professional Development Needs
 - Coordination of Resources and Comprehensive Budget
 - The School's Parent and Family Engagement Goals
- Parents of students at Title I schools have the right to be engaged in the development of this plan
 - Access the SIP on our website: <https://villaheightses.cmsk12.org/>
 - User Name: GuestS18974
 - Password: GuestS18974

What is included in the School's Parent and Family Engagement Policy?

- This policy addresses how the school will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*. Components include the following:
 - How parents can be engaged in decision-making and activities
 - How parent and family engagement funds are being used
 - How information and training will be provided to parents
 - How the school will build capacity in parents and staff for strong parent and family engagement

- Parents of students at Title I schools have the right to be engaged in the development of the school's Parent and Family Engagement Policy

What is the School Compact?

- The compact is a commitment from the school, the parent/family, and the student, to share in the responsibility for improved academic achievement
- Parents and families of students in Title I schools have the right to be involved in the

Volunteer Opportunities

- Join parent leadership groups such as PTA, PTSA, PTSA, booster clubs, etc.
- Become a member of the School Improvement Team and/or attend meetings
- Volunteer to contact other parents/families regarding important school information
- Attend academic events occurring at your child's school
- Participate in opportunities that support school activities
- Support Teacher appreciation activities
- Assist with class parties
- Attend parent conferences
- Tutor students

How do I request the qualifications of my child's teachers?

- Title I parents and families have the right to request the qualifications of their child's teachers. The "Parent Right to Know" letter is linked to the school's website and contains the form to request the teacher's qualifications
- Requests should be completed by the school within 30 days.

How will I be notified if my child is taught by a teacher who is not Highly-Qualified?

- Being Highly Qualified in NC means you have successfully passed the licensure exams required or received alternate licensure in a way set out by NC law.
- Parents and families are notified if teachers do not meet ESSA's requirements for Highly-Qualified
- Parents may request information on teacher qualifications in writing

Parent Concerns or Questions?

School Number: 980-343-3666

Principal: amiraa.abdelhafiz@cms.k12.nc.us

Assistant Principal mieshad.gadsden@cms.k12.nc.us-

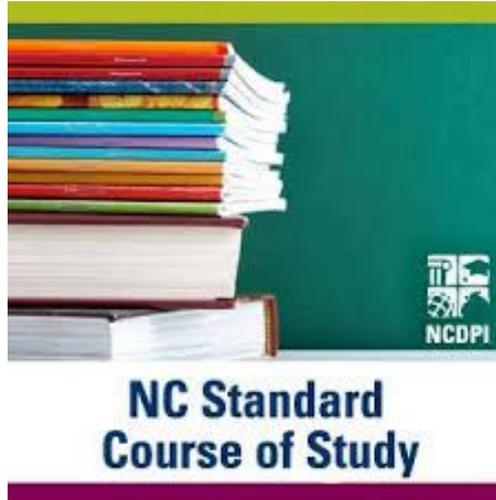
Treasurer/Registration rasheedah.buncum@cms.k12.nc.us

Data Manager angelam.allison@cms.k12.nc.us

<https://www.cmsk12.org/villaheightsES>

North Carolina Standard Course of Study

- The full North Carolina Standard Course of Study (NCSCOS) can be viewed using the link below:
<http://www.dpi.state.nc.us/curriculum/>



Thank you for being here!



Attendance Link