

Comprehensive Progress Report

Mission: Huntersville Elementary will motivate all students to excel academically and become productive 21st century citizens.

Vision: Huntersville Elementary provides a Higher Educational Standard for all students, challenging each student to achieve their full potential.

- Goals:**
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92.4% in SY2024-25 to 95% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Goal 1)
 - The percent of students scoring College and Career Ready (CCR) on the math End of Grade assessments in grades 3-5 will increase from 80.7% in SY 2024-25 to 85% in SY 2026(Aligns to A2.04, B3.03)
 - The percent of students scoring Grade Level Proficient (GLP) in the subgroups with less than 50% proficiency on the reading and math End of Grade assessments in grades 3-5 will increase from 49.8% % in SY 2024-25 to 55% in SY 2025-26. (Aligns to A4.01 B3.03, D1.02 and Guardrail 1)
 - The percent of students scoring College and Career Ready (CCR) on the reading End of Grade assessments in grades 3-5 will increase from 70% in SY 2024-25 to 75% in SY 2025-26(Aligns to A2.04, B3.03, and CMS Goal 1)
 - The number of lost instructional days due to OSS will decrease from 8 days in SY 2024-25 to 5 days in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)
 - 100% of classroom teachers will implement a morning meeting each day. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
 - We will increase the percentage of staff who feel they would not want to work in any other school from 75% on the 23-24 NC Teacher Working Conditions Survey to 90% on the 25-26 NC Teacher Working Conditions Survey. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives KEY = Key Indicator

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

<p>Initial Assessment:</p>	<p>As of June 2024, indicator B3.03 was met with success during the 20232-2024 school year. Both the Principal and Assistant Principal attended their grade level PLCs to support in addition to doing classroom walk throughs. They also met with the literacy and math facilitator who met with all grade-level PLCs and closely monitored and provided feedback to lesson plans. The Principal and Assistant Principal completed school-wide observations, both announced and unannounced. Feedback from informal and formal visits was given to individual teachers as well as grade-level feedback. 100% of teams and teachers had both types of visits with feedback.</p> <p>As of June 2024, growth in the number of students and teachers was one of our biggest challenges. Students were added to classes all year for the current 2023-2024 year, and some of our classes had as many as 30 students per teacher. Growth is also expected in the 2024-2025 year, and we will face space challenges for where to house all the students and staff. Unofficial EOG reading reports as of 6/10/24 show GLP at 70.9 and CCR at 57.3 which is a slight dip (approximately 5%) from last year. Overall, our composite is currently at 78.2% GLP and 66.5% CCR.</p> <p>As of June 2024, we have the opportunity to strengthen what we started this year with our planning times and strategic WIN times across all grade levels. We are adding additional teachers and getting creative with the use of shared space.</p>	<p>Limited Development 08/08/2024</p>		
<p>How it will look when fully met:</p>	<p>As of June 2025, indicator B3.03 was met with success during the 2024-2025 school year. Both the Principal and Assistant Principals attended their grade level PLCs to support in addition to doing classroom walk throughs. This walkthrough data was discussed in ILT meetings and was used to Tier the teachers for more targeted support next school year.. Feedback from informal and formal visits was given to individual teachers as well as grade-level feedback. 100% of teams and teachers had both types of visits with feedback.</p> <p>Our academic data for students shows that the percent of Black and Hispanic 3rd Grade students combined who scored at the College and Career Ready (CCR) level- a 4 or 5- on the English/Language Arts (ELA) EOG will increase from 57.3% in 2024 to60% in SY 2024-2025. Our</p>		<p>Emily Zelando 8/24</p>	<p>06/30/2026</p>

actual unofficial data indicates that our CCR goal for these students was 61.1%, missing the benchmark by 1.9%.

According to unofficial EOG data for Grade 3, we are at 55.2% CCR for African American students and 25.9% CCR for Hispanic students. For our African American subgroup this was a 10% change from the 2023-2024 cohort of students. For our Hispanic subgroup, this was a 1.2% change from the 2023-2024 cohort of students.

On the DIBELS assessments, our 3rd grade African American and Hispanic composite increased from 62% above and well above grade level to 63%. That was a slight increase of 1%. The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS increased from 87.6% in SY2025 to 92.3% in SY2026. We are very proud of this growth of 5+%

One of our biggest challenges this year was the number of new teachers on staff that needed targeted support with classroom management. Especially with our Extensions teachers, who were all new to the profession. Helping them navigate behavior and supporting them allowed for less targeted support of other new teachers. In addition, the entire admin team was new this year and there was an intentional focus on not making too many changes to instructional practices until an entire year of various data points were gathered to allow for more targeted support of all teachers next school year.

The opportunities that exist to address these challenges for the 2025-2026 school year include continuing to have a full-time interventionist on staff for the 2025-2026 school year which will allow us to strategically structure students based on their Tier needs to allow for intensive students to work with the interventionist. We will also use school funds to provide for substitutes so teachers can have all day to plan for instruction when they receive new benchmark data each quarter. We also have Expanded Impact Teachers that will also be able to coach teachers that have also been tiered to provide for targeted

coaching to meet their instructional needs.

The percent of students scoring Grade Level Proficient (GLP), in the subgroups with negative growth on the math End of Grade assessments in grades 3-5 will increase from 69.6% in SY 2023-24 to 73% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of African-American students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 54.5% in SY 2023-24 to 62% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.6% in SY2023-24 to 90% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Actions		3 of 5 (60%)		
8/8/24	Consistently utilize a Core walkthrough schedule to monitor instruction and the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management to determine coaching needs of staff and areas for celebration. (Aligns to CMS Goals 1, 2, and FAM-S 3)	Complete 11/29/2024	Jovetta Dennis 8/24	11/29/2024
<i>Notes:</i>				
8/8/24	The principal will monitor all coaches and their individual coaching plans and trackers for teachers. (Aligns to CMS Goal 1)	Complete 06/02/2025	Emily Zelando 8/24	05/30/2025
<i>Notes:</i>				
2/13/25	A walkthrough and coaching schedule has been created for the master teachers so they can provide targeted support. The Admin team has a rotating observation schedule and has created a tool to provide specific and immediate feedback around high leverage instructional steps needed after core action walks. (Aligns with CMS Goal 1 and 2).	Complete 06/05/2025	Jennifer Goonan	06/05/2025
<i>Notes:</i>				
9/1/25	Create and use a coaching protocol so our new Expanded Impact Teachers will receive coaching and will also be able to coach teachers that have also been tiered to provide for targeted coaching to meet their instructional needs.		Jovetta Dennis Elected 9/24/25	09/30/2025

Notes:

9/1/25 Use school funds to provide for substitutes so teachers can have all day to plan for instruction when they receive new benchmark data each quarter.

Kimberly Chaiken
Elected 9/24/25

04/30/2026

Notes:

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2B: Target professional learning opportunities

C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

As of June 2024, indicator B3.03 was met with success during the 20232-2024 school year. Both the Principal and Assistant Principal attended their grade level PLCs to support in addition to doing classroom walk throughs. They also met with the literacy and math facilitator who met with all grade-level PLCs and closely monitored and provided feedback to lesson plans. The Principal and Assistant Principal completed school-wide observations, both announced and unannounced. Feedback from informal and formal visits was given to individual teachers as well as grade-level feedback. 100% of teams and teachers had both types of visits with feedback.

As of June 2024, growth in the number of students and teachers was one of our biggest challenges. Students were added to classes all year for the current 2023-2024 year, and some of our classes had as many as 30 students per teacher. Growth is also expected in the 2024-2025 year, and we will face space challenges for where to house all the students and staff. Unofficial EOG reading reports as of 6/10/24 show GLP at 70.9 and CCR at 57.3 which is a slight dip (approximately 5%) from last year. Overall, our composite is currently at 78.2% GLP and 66.5% CCR.

As of June 2024, we have the opportunity to strengthen what we started this year with our planning times and strategic WIN times across all grade levels. We are adding additional teachers and getting creative with the use of shared space.

Limited Development
09/29/2025

<p>How it will look when fully met:</p>	<p>The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92.4% in SY2024-25 to 95% in SY2025-26. (Aligns to A2.04, B3.03, and CMS Goal 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on the math End of Grade assessments in grades 3-5 will increase from 80.7% in SY 2024-25 to 85% in SY 2026(Aligns to A2.04, B3.03, and CMS Goal 1)</p> <p>The percent of students scoring Grade Level Proficient (GLP) in the subgroups with less than 50% proficiency on the reading and math End of Grade assessments in grades 3-5 will increase from 49.8% % in SY 2024-25 to 55% in SY 2025-26. (Aligns to A4.01 B3.03, D1.02 and Guardrail 1)</p> <p>The percent of students scoring College and Career Ready (CCR) on the reading End of Grade assessments in grades 3-5 will increase from 70% in SY 2024-25 to 75% in SY 2025-26(Aligns to A2.04, B3.03, and CMS Goal 1)</p>		<p>Lucia Bertini Elected 9/24/24</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/29/25</p>	<p>The AI Champion Team will provide professional development to help teachers utilize artificial intelligence to enhance instruction and increase engagement, as well as critical thinking skills.</p>		<p>Glenn Dutcher Elected 9/8/25</p>	<p>12/10/2025</p>
<p><i>Notes:</i></p>				
<p>9/29/25</p>	<p>Expanded impact teachers and the instructional leadership team will provide professional development that teachers identify as a personal area of growth via quarterly Choice PD</p>		<p>Kimberly Chaiken Elected 9/24/24</p>	<p>05/06/2026</p>
<p><i>Notes:</i></p>				
<p>9/29/25</p>	<p>Professional development will be provided based on the needs of teachers as identified by data such as student benchmark assessments, as well as observation data.</p>		<p>Grace Baca Elected 9/24/24</p>	<p>05/10/2026</p>
<p><i>Notes:</i></p>				
<p>Core Function: Domain 3: Instructional Transformation</p>				
<p>Effective Practice: Practice 3A: Diagnose and respond to student learning needs</p>				

	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>			<p>As of June 2024, the successes we experienced related to this indicator in meeting our goal include 100% of our classroom teachers being successful in participating in the MTSS process. All teachers were able to use the data gathered from standardized and district assessments to identify the students who needed to receive supplemental or intensive support. Teachers were instrumental in making decisions regarding interventions and completed progress monitoring on students according to the Standard Treatment Protocol and were able to utilize the Branching Minds platform to track data and make decisions regarding students' progress, which was a success.</p> <p>As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator include the need to strategically structure our MTSS time and resources to ensure that we are able to meet the needs of all students in every Tier. We will also need to ensure that our master calendar includes specific times and dates for intervention plan follow up that includes additional stakeholders and staff in addition to the classroom teacher.</p> <p>As of June 2024, the opportunities that exist to address these challenges for the 2024-2025 school year include having a full-time interventionist on staff for the 2024-2025 school year which will allow us to strategically structure students based on their Tier needs to allow for intensive students to work with the interventionist daily, while our strategic students will be able to work with the remaining teacher assistants and other support staff. We have also been allotted a part-time social worker to help us address our students' social-emotional needs.</p>	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>			<p>As of June 2025, the successes we experienced related to this indicator in meeting our goal include 100% of our classroom teachers being successful in participating in the MTSS process. All teachers were able to use the data gathered from standardized and district assessments to identify the students who needed to receive supplemental or intensive support. Teachers were instrumental in making decisions regarding interventions and completed progress monitoring on students</p>		Jovetta Dennis Elected 9/24/25	06/30/2026

according to the Standard Treatment Protocol and were able to utilize the Branching Minds platform to track data and make decisions regarding students' progress. ADMs were used to ensure students in Tier 3, often our ML and Hispanic students, received targeted interventions three times a week. The data for these students showed that over 90% of them met their intervention goals by the end of the year.

When looking at academic data, the percent of students scoring Grade Level Proficient (GLP), African-American, Hispanic, ML, and SWD on the Math End of Grade assessments in grades 3-5 went down from 81.2_% in SY 2023-24 to 79.1% in SY 2025-26. This is a decrease of 2.1%, which is small, but not what our predictive data from benchmark assessments indicated.

The challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator include the need to strategically structure our MTSS time and resources to ensure that we are able to meet the needs of all students in every Tiern for Math as well as ELA. We will also need to ensure that our teachers are using the new math curriculum, but always focusing on standards based instruction that is rigorous and allows our students to have academic discourse and productive struggle as part of their daily learning, with the teacher facilitating instruction and providing targeted support based on data.

The opportunities that exist to address these challenges for the 2025-2026 school year include continuing to have a full-time interventionist on staff for the 2025-2026 school year which will allow us to strategically structure students based on their Tier needs to allow for intensive students to work with the interventionist. We will also use school funds to provide for substitutes so teachers can have all day to plan for instruction when they receive new benchmark data each quarter. We also have Expanded Impact Teachers that will also be able to coach teachers that have also been tiered to provide for targeted coaching to meet their instructional needs

The percent of students scoring Grade Level Proficient (GLP), in the subgroups with negative growth on the math End of Grade assessments in grades 3-5 will increase from 69.6% in SY 2023-24 to 73% in SY 2024-

25 (Aligns to A4.01, B3.03, D1.02 and Guardrail 1)

The percent of African-American students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 54.5% in SY 2023-24 to 62% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02, and Guardrail 1)

Actions		5 of 7 (71%)		
8/8/24	Provide teacher PD to consistently use Iready to determine student needs, provide targeted instruction, and monitor their progress toward goals with fidelity. (Aligns to Guardrail 1 and FAM-S 3)	Complete 10/14/2024	Dawn Day Elected 9/24/25	09/30/2024
<i>Notes:</i>				
8/8/24	Utilize the school Iready plan to create a culture that allows for parent communication of how they can support student goals and progress in the MTSS process (Aligns to CMS Goal 1, 2, and FAM-S 3)	Complete 06/06/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
2/13/25	Parents receive iReady reports with report cards and the parent engagement committee is planning an iReady Parent Night.	Complete 06/09/2025	Kristen Johnson	06/08/2025
<i>Notes:</i>				
2/13/25	Our MTSS Core team meets monthly and the MTSS facilitators meet with the teachers at least once a month to provide support with inputting data and discussing students.	Complete 06/02/2025	Kristen Johnson	06/08/2025
<i>Notes:</i>				
8/8/24	Establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Aligns to FAM-S 3)	Complete 09/06/2024	Emily Zelando 8/24	09/09/2025
<i>Notes:</i>				
9/1/25	Revisit and revitalize the school Iready plan to create a culture that allows families to become familiar with the platform and how they can support student goals and progress in the MTSS process		Dawn Day Elected 9/24/25	11/10/2025
<i>Notes:</i>				

9/1/25	Make necessary position exchanges to have a full-time interventionist on staff for the 2025-2026 school year which will allow us to strategically structure students based on their Tier needs to allow for intensive students to work with the interventionist.		Emily Zelando 8/24	05/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>As of June 2025, Huntersville Elementary did not meet the following school improvement goal for achievement for African American and Hispanic students. Our goal was for 3-5 grade students in these subgroups to be at 63% for GLP. According to unofficial EOG data we are at 49.7%, which is a slight decrease from 52.3% last year. Our African American students showed more growth with growth from 56.1% to 57.6% GLP, compared to our Hispanic students who had a decline from 48.5% in 2024 to 41.8% this year. While we did not meet the 63% target for 2024-2025, we are proud of the growth Hispanic students in both 3rd(29.2% to 34.5%) and 4th grade(41.7% to 44%)made on their GLP for reading. The College and Career Readiness goal for these students was for the percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 57.3% in SY2023-24 to 63% in SY2024-25. Our actual unofficial data indicates that our CCR goal for these students was 61.1%,missing the benchmark by 1.9%.</p> <p>On the DIBELS assessments, our 3rd grade African American and Hispanic composite increased from 62% above and well above grade level to 63%. That was a slight increase of 1%. The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS increased from 87.6% in SY2024 to 92.3%% in SY2025. We are very proud of this grow of 5+%</p>	Limited Development 07/25/2024		
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However, when looking at the same cohort of students in 4th and 5th grade from the 2024-25 school year, the data paints a very different picture. Both the African Americans at 47.4%GLP and Hispanic students at 48%GLP showed a combined GLP growth of 13.7%. We are excited about this growth.

The successes we experienced related to this indicator include strengthening our staff's knowledge and resources to help them provide instruction for ML students, providing both whole staff and PLC PD on the PACE Toolkit. Additionally, a team attended the Qtel training and new teachers and mentors received PD on those strategies.

A current challenge we face in continuing to meet our SIP goal targets for 2025-2026 is ensuring that students routinely engage in student discourse and have opportunities to productively struggle throughout instruction. Our AIG identified students are not making growth, and this instructional focus will help them continue to grow as well. Additionally,, providing our ML students more time for speaking and writing in both their general education classes and ML classes so we see more growth on the Access assessments in the fall. Of the 6- 5th grade students in the ALFA co-hort for making benchmark on the Access test, 5 of them exited as predicted. However, the 3rd graders that did not pass the Access test as predicted made great growth on EOGs. We will continue to disaggregate our data with our district SIDI team to determine next steps for continued growth for our ML students.

Walkthrough data suggests that teachers remove the rigor of the lesson by over-scaffolding,for intermediate and on grade level students or do not scaffold enough to allow for ML students to speak with their peers and have productive struggle. There is an opportunity to address these

challenges during the 2025-2026 school year by clustering students in ML classes across four classrooms, which will allow for more co-teaching for ML students. We will also provide targeted, differentiated professional learning on Wednesdays that focus on opportunities to improve alignment, rigor, and discourse for all learners. In addition, we are seeking outside resources to help build the English language skills for our ML students after school

As of June 2024, Huntersville Elementary did not meet the following school improvement goal, The percent of Black and Hispanic 3rd Grade students combined who scored at the College and Career Ready (CCR) level- a 4 or 5- on the English/Language Arts (ELA) EOG will increase from 25% in SY 2021-22 to 37.5% in SY 2022-2023 and 50% in SY 2023-2024. According to unofficial EOG data for Grade 3, we are at 44.% CCR for African American students and 40.4% CCR for Hispanic students. For our African American subgroup this was a 20.9% increase from the 2022-2023 school year. For our Hispanic subgroup, this was a 5.4% increase from the 2022-2023 school year. We are proud of these successes.

While we did not meet the 50% target for 2023-2024, we saw significant gains in both subgroups. On DIBELS assessments, our 3rd grade African American and Hispanic composite increased from 60% above and well above grade level to 62%. That was an increase of 2%. We also delivered the new formative MVPA reading assessments for Grade 3. On Our Fall MVPA, 34% of African American and Hispanic students were projected to be GLP. Our Spring MVPA predictions for 3rd grade GLP was 66.2% and our CCR was 48.3%. increased 11% from 64% at the beginning of the year to 75% at the end of the year. The successes we experienced related to this indicator include strengthening our PDSA cycle process in grades 3-5, providing targeted small group instructions aligned to grade levels standards, and improving MVPA CCR data from the beginning of the year by 5.6 points.

A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that students routinely engage in student discourse and have opportunities to productively struggle throughout instruction. Walkthrough data suggests that teachers remove the rigor of the lesson by over-scaffolding, asking questions misaligned to the learning target, and missing opportunities to allow for productive struggle.

There is an opportunity to address these challenges during the 2024-2025 school year by providing targeted, differentiated professional

learning on Wednesdays that focus on opportunities to improve alignment, rigor, and discourse.

How it will look when fully met:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87.6% in SY2023-24 to 90% in SY2024-25. (Aligns to A2.04, B3.03, and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 57.3% in SY2023-24 to 63% in SY2024-25. (Aligns to A2.04, B3.03, and CMS Goal 2)

**Jovetta Dennis
Elected 9/24/25**

06/30/2026

Actions

10 of 12 (83%)

8/8/24	Develop and execute a data analysis protocol for PLCs to analyze and review all student data during bi-weekly PLC meetings (Aligns to CMS Goals 1, 2, and FAM-S 29)	Complete 11/01/2024	Jenn Goonan	10/31/2024
<i>Notes:</i>				
2/13/25	Implement PD in Academic Monitoring and implementation being monitored by Master teachers and admin through walkthroughs (Aligns to CMS Goals 1, 2)	Complete 01/03/2025	Kristen Johnson	01/03/2025
<i>Notes:</i>				
2/13/25	Assistant Principal will facilitate bi-weekly meetings with ML Teachers to review data and student progress. (Aligns to CMS Goal 1 and FAM-S 29)	Complete 05/22/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
2/13/25	ILT team will use benchmark and walkthrough data to create strategic coaching plan that Master Teachers will implement. Team will review progress data to adjust plan monthly. (Aligns with CMS Goal 1, 2).	Complete 04/24/2025	Anna Austin	06/08/2025
<i>Notes:</i>				
2/13/25	PLC's routinely use backwards design and look at unit assessments prior to teaching the units.	Complete 05/19/2025	Jennifer Goonan	06/08/2025
<i>Notes:</i>				

8/8/24	Administrators and Master Teachers will attend weekly PLC meetings with grade levels to provide support with the EL Curriculum, Open Up curriculum, standards aligned instruction, and culturally responsive teaching practices (Aligns to FAM-S 29).	Complete 05/19/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
8/8/24	During weekly grade level planning, teams will consistently use the backward design to look at all unit assessments, benchmark assessments, and/or Iready assessments. (Aligns to CMS Goal 1 and FAM-S 29)	Complete 05/05/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
9/1/25	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Aligns to A2.04).	Complete 08/25/2025	Emily Zelando 8/24	08/25/2025
<i>Notes:</i>				
9/1/25	Create a schedule that allows the ML teachers to plan with the teachers that have been strategically chosen to teach ML students based on their GLP and CCR data for these students. .	Complete 09/19/2025	Jovetta Dennis Elected 9/24/25	09/22/2025
<i>Notes:</i>				
9/1/25	The Master teachers and MCLs will attend bi-weekly PLC meetings , but Expanded Impact Teachers will facilitate the meeting with a focus on standards aligned instruction, and culturally responsive teaching practices.		Kimberly Chaiken Elected 9/24/25	05/30/2026
<i>Notes:</i>				
2/13/25	Master Teachers will work with ML Teacher to support push in model for chosen classrooms based on student need and benchmark data to support ML students in core curriculum. (Aligns with CMS goals 1, 2).	Complete 05/22/2025	Jovetta Dennis Elected 9/24/25	06/08/2026
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Malinda Dameron Elected 9/24/25	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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>		<p>As of June 2024, indicator A4.06 was met with success during the 2023-2024 school year. All teachers implemented morning meetings each day to address social emotional topics by using the Caring Schools curriculum. During the first two weeks, teachers also used this time to address behavior expectations using our school's behavior matrix. Teachers and staff also reached out to appropriate support personnel (school counselors, school psychologist, BMT, etc.) to address any social emotional concerns they had regarding specific students. Teachers also partnered with school counselors in implementing interventions through MTSS in Branching Minds when necessary, and completed either Panorama teacher surveys (grades K-2) or facilitated the completion of Panorama student surveys (3-5) to use in providing additional support. Teachers also received PD related to trauma and how to support those students who have behaviors due to their traumatic life experiences. We feel this PD led to some of these successes.</p> <p>As of June 2024, we still do not have our overall results for Spring 2024, but in looking at our growth from Fall 2023, we saw our greatest increase in favorable responses in the areas of self-management with a 2% increase from 79% to 81%, positive feelings with a 2% increase from 74% to 76%, challenging feelings with a 2% increase from 58% to 60%, and teacher-student relationships with a 2% increase from 85% to 87%. During the 23-24 school year, school counselors were able to facilitate 2 small groups that focused on Emotion Regulation and self-efficacy. 75% of the students participating in the small groups were able to move to tier 1 based on pre-post data, observations, stakeholder feedback, and number of office referrals. Counselors were also able to meet with teachers during their planning time to discuss trends, problem solve potential issues and create action plans for student support based on the Panorama data, teacher input, referral data, and attendance records.</p> <p>As of June 2024, a challenge we face moving into the 24-25 school year is related to implementing effective and consistent interventions targeting behavior. When implementing Check-In Check-Out, small group supports, etc. in addition to looking at attendance and incident data, we would also consult our Panorama data. Moving into next school year, CMS will no longer be implementing this survey, which will</p>	Limited Development 08/08/2024		

eliminate that as a data source to utilize. Therefore, we will have to restructure our MTSS time and resources to ensure we are able to meet the needs of all students, by looking into other sources to make these decisions. This will be a great opportunity to address the individual needs of students that have interventions.

As of June 2024, Huntersville Elementary executed a three tiered Attendance plan where we created an Attendance Intervention Team that met bi-weekly to address attendance concerns. Concerns were addressed with parent square messages and phone calls to families, attendance nudge letters, attendance contracts, etc. Due to these efforts, we surpassed our attendance goal of decreasing our number of chronically absent students from 18.03% to 15%, as we decreased to 9.6% chronically absent students for the 23-24 school year.

How it will look when fully met:

The percent of Chronic Absenteeism will decrease from 10.2% in SY 2023-24 to 5% in SY 2024-25 (Aligns to A1.07, A4.06 and Guardrail 3)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors with the percent of OSS/ISS incidents will maintain and keep suspensions at 9 in SY 2023-24 to 9 in SY 2024-25 (Aligns to A4.06)

100% of classroom teachers will conduct morning meetings five days a week, and use the Caring Schools Curriculum with fidelity. (Aligns to A1.07, A4.06, and Guardrail 3)

**Jovetta Dennis
Elected 9/24/25**

06/30/2026

Actions

6 of 8 (75%)

8/8/24 Provide teacher PD and explicit classroom instruction within the first two weeks of school to communicate expectations around the school-wide behavior matrix; monitor behavior data and classroom instruction to provide support to identified teachers and students based on school-wide behavior expectations (Aligns to Guardrail 3 and FAM-S 30)

Complete 08/30/2024

Jovetta Dennis 8/24

08/30/2024

Notes:

2/13/25	Student Support Committee developed SEL survey for teachers to help identify school-wide SEL needs for our students (Aligns with CMS Goals 1, 2, and FAM-S 29)	Complete 02/03/2025	Olivia Meyer	02/03/2025
<i>Notes:</i>				
2/13/25	Provide Parent Information Session to Parents based on SEL data collected by teachers and parent survey input (Aligns to CMS Goals 1, 2 and FAM-S 29)	Complete 02/28/2025	Oliva Meyer	02/25/2025
<i>Notes:</i>				
8/8/24	Provide SEL planning time for PLCs to meet with counselors once a month to discuss trends, to problem solve potential issues and create action plans for student support. (Aligns to Guardrail 3 and FAM-S 31)	Complete 01/13/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
8/8/24	Execute a three tiered Attendance Plan to decrease our number of chronically absent students from 10.3% to 5% (Aligns to Guardrail 3) Here is our HES Attendance Plan: https://tinyurl.com/HES-Attendance-Plan	Complete 06/09/2025	Jovetta Dennis 8/24	06/08/2025
<i>Notes:</i>				
9/1/25	To provide a duty-free lunch period for every teacher on a daily basis (Aligns to A4.06)	Complete 09/12/2025	Jovetta Dennis Elected 9/24/25	09/08/2025
<i>Notes:</i>				
9/1/25	Monitor behavior data and classroom instruction to provide support to identified teachers and students based on school-wide behavior expectations		Lisa Kreider Elected 9/24/25	05/30/2026
<i>Notes:</i>				
9/1/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)		Malinda Dameron Elected 9/24/25	06/10/2026
<i>Notes:</i>				