

## Comprehensive Progress Report

### Mission:

Our mission at Highland Renaissance Academy is to help every student become a confident leader and lifelong learner. We focus on growing the whole child by building strong minds, strong character, and strong social-emotional skills. With the support of families and our community, we prepare students to reach their goals in school, in college, in careers, and in life. We are always Panther Strong—No Limits. No Excuses. All In

### Vision:

At Highland Renaissance Academy, we believe every student can be a leader who is ready for secondary education, college, a career, and a successful life. Our students think critically, keep learning and become caring, responsible members of their community. We are committed to helping every child grow- not just in academics, but also socially and emotionally- so they are prepared to lead boldly and succeed without limits.

### Goals:

The percent of students scoring Grade Level Proficiency (GLP) on Science End of Grade Assessments in Grade 5 will increase from 77% in SY2024-2025 to 80% in SY2025-26. (Guardrail 1)

The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 18.1% in SY2024-25 to 24% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of EDS students scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5 will increase from 31.1% in SY2024-25 to 42% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of 3rd through 5 grade students scoring College and Career Ready (CCR) on math End of Grade assessments will increase from 24% in SY 2024-25 to 30% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-5 will increase from 51.6% in SY2024-25 to 63% in SY2025-26. (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 58.5% in SY2024-25 to 82% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26 school year. (Guardrail 4)

The number of OSS/ISS incidents will decrease from 4 in SY2024-25 to 1 in SY2025-26. (Guardrail 2)

The percent of Chronic Absenteeism will decrease from 92% in SY2024-25 to 95% in 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



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
<i>Initial Assessment:</i>		<p><b>To what extent did you meet each of your 2024-2025 SIP goal targets that aligned to this indicator? Include specific data points for each goal?</b> During the 24-25 school year, Highland Renaissance worked towards meeting the goal set for consistent walkthroughs and feedback. This remains an area of priority for the 25-26 school year. A staff observation spreadsheet has been created. Each staff member is assigned to an administrator for observations. New teachers and teachers in their renewal cycles receive more observations than other teachers. The school admin team will discuss progress toward meeting the observation deadline weekly. In addition to the required observations, all instructional team members perform daily classroom walkthroughs and discuss at our administrative team meeting weekly. Our focal point is coaching for academic improvement. Our EIT2 and Assistant Principal facilitate monthly meetings for the Beginning Teachers and Mentors.</p> <p><b>What successes did you experience related to this indicator in meeting your goals during 24-25 school year?</b> Highland Renaissance Academy Exceeded Growth for the fourth consecutive year in a row. We also changed a letter grade from D to C. Math increased proficiency by 16 points and EL Progress increased from 17 to 32 students.</p> <p><b>What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?</b> The majority of our instructional leadership team is new to the building and new to their role. The dean of students is in his first year in leadership. Over the summer, several teachers have received promotions through the TLP program which is great for the school but poses a challenge with readiness for coaching and instructional planning expectations. We have a new MCL2 to the building and a new to CMS Master Literacy Teacher. In addition we now have four new EIT2 teachers require coaching to support their new leadership roles in plc's, walkthroughs, coaching and feedback in order to be successful.</p>	Limited Development 08/09/2024		

**What opportunities exist to address these challenges in the 2025-2026 school year?** Highland Renaissance has gained a strong science MCL2 and an experienced literacy Master Teacher. Both leaders have extensive work as coaches and are working to learn their added role through being coached by the Assistant Principal. Teachers have received roll out plans for small groups and instructional expectations. During PLC, teachers are expected to come to planning with lesson plans highlighted and ready to practice/model. This provides time for feedback and support prior to teachers instruction with students. In addition, every teacher has a coach in the building. Teachers are either coached by an EIT2, MCL, Master Teacher, Principal or Assistant Principal. Additionally, there is a walkthrough form that aligns with teacher evaluation tool to support overall teacher growth and feedback during walkthroughs.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

**How it will look when fully met:**

**What will your school look like and sound like if you have fully implemented this indicator?** Building teacher leader capacity to increase classroom teacher capacity to meet the academic needs of all students with intense coaching, timely feedback, weekly walkthroughs and formal observations. Therefore, there will be a positive increase in student data and progress in increasing our school composite score. As instructional capacity is reached in the classroom, teachers will request or be encouraged to take on coaching roles to support new teachers. Teachers will take leadership roles in the building that promote the success of the school improvement plan. Teachers will have access to opportunities to lead in their areas of interest and expertise at levels beyond the school building.

**What would it look like if this indicator were fully ingrained into the culture and daily life of your school?** Teachers having conversations with their coaches and admin to discuss their instructional strengths and areas of growth for improvement. The ILT members having collaborative conversations to provide effective, research based instructional practices and support to teachers. Teachers posing action research questions and seeking answers to challenges, growth opportunities, and new ideas. Teachers feel engaged with the coaching framework and model. They are aware of where they are and where

Imani Harper (9/24)

06/05/2026

they need to improve and also feel supported to meet their students' needs. A sense of community is created between ILT and teachers that increases instructional capacity and student scores in our school. Teachers empowered to grow and explore both within and outside their current area of expertise.

**What will quantitative and qualitative data look like if you have fully implemented this indicator?** Qualitatively, this will look like retaining teachers as we build their capacity. It could also lead to HRA having additional teachers to qualify for MCL or EIT status following their work this year. EVAAS teacher impact will grow following intentional coaching and PLC work. Quantitatively, it will be us reaching all of our school goals for the 2025-2026 school year. The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 58.5% in SY2024-25 to 82% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-5 will increase from 51.6% in SY2024-25 to 63% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5 will increase from 31.1% in SY2024-25 to 42% in SY2025-26.

**Coaching Work:** The plan is to have a tiered coaching plan that supports every teacher in the building. The principal will coach leaders, leaders will coach MCL, Master Teachers and teacher leaders, and the MCL, Master Teacher will coach EIT's and strong teacher leaders to coach remaining teachers. The work will begin on August 12th with Master Teacher, MCL and EIT's to learn about the coaching plan and framework. Coaches will meet with their coaching caseload for introductions the week of August 18th. Walkthroughs for coaches will begin September 2nd. On a monthly basis coaches will be meeting with their PLC to discuss trends in the PLC and provide clear coaching steps to ensure consistent growth. The coaches will track walkthroughs, feedback and coaching steps on coaching template to ensure last coaching step is documented and continuity for evaluation support and feedback.

Highland Renaissance 25-26 Highland Renaissance Academy Teacher Retention and Development Plan (SIP B3.03)

[https://docs.google.com/document/d/1ADjcQeOnbAmFeJygNYUcW3FuE\\_YWLRQQKdJZFUL5yF4/edit?tab=t.0](https://docs.google.com/document/d/1ADjcQeOnbAmFeJygNYUcW3FuE_YWLRQQKdJZFUL5yF4/edit?tab=t.0)

<b>Actions</b>			<b>1 of 5 (20%)</b>	
9/26/25	Expanded Impact, Administration, MCL2, and Master teachers will participate in curriculum planning to prepare for the school year ahead. Professional development will be held with the team to ensure clear alignment and strong start to the school year. (Title I Budget: \$15,000) (Goal 1, Goal 2, Guardrail 1, Guardrail 4)	Complete 08/15/2025	Imani Harper (9/24)	08/15/2025
<i>Notes:</i> Summer Session 2 held with EIT2's, MCL, Master Teacher, and admin. <a href="https://docs.google.com/presentation/d/15kPsf8e1gE2LbzHtN8pcyNl2OfR9vF8s1G8Jy36w9rc/view">https://docs.google.com/presentation/d/15kPsf8e1gE2LbzHtN8pcyNl2OfR9vF8s1G8Jy36w9rc/view</a> week of August 11-15.				
9/17/25	Professional Development groups created to address instructional needs of teachers in the building based on small group calibrated walks. (Guardrail 4)		Imani Harper (9/24)	10/31/2025
<i>Notes:</i>				
9/26/25	Teachers will be provided with supplies and materials to support the learning and instructional practices in the classroom. In addition, they will be provided with document cameras to support student learning and instructional practices. (Title I Budget: \$5,000 equipment [document cameras], \$13, 222.13 supplies/materials)		Imani Harper (9/24)	04/03/2026
<i>Notes:</i>				
8/27/25	Master Classroom Leader, Master Teacher, and Expanded Impact Teachers will all have coaching caseload. All staff will participate in a coaching framework through use of Get Better Faster/RELAY. Each coach will complete a coaching tracker to support each teacher in the trajectory. (Title I budget: MCL2 \$18,250 (Guardrail 4, Goal 1, Goal 2))		Imani Harper (9/24)	06/01/2026
<i>Notes:</i>				
8/27/25	During regular ILT meetings the leadership team will review trends observed during walkthroughs to assess needs of the building in regard to whole staff or small group professional development needs to support instructional practices. (Guardrail 1)		Imani Harper (9/24)	06/01/2026
<i>Notes:</i> The Instructional Leadership Team meets weekly to discuss academic walkthrough trends throughout the building. ILT will include data during discussions to ensure consistent alignment of the needs of each grade level. (Goal 1, Goal 2)				
<b>Implementation:</b>		05/23/2025		

<b>Evidence</b>	5/23/2025 Data has not been compiled for the 24-25 school year. We are moving towards our goals.			
<b>Experience</b>	5/23/2025 This was a big portion of the work completed this school year. Getting the leadership on board and understanding how to move teachers and students.			
<b>Sustainability</b>	5/23/2025 The Principal and ILT need to continue to work on total school alignment on instructional practices and instructional next steps. The Principal and ILT team will work over the summer to create a cadence of PDs to offer teachers and ensure that teachers are moving through action steps with a tracker.			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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	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
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<p><b>Initial Assessment:</b></p>	<p><b>To what extent did you meet each of your previous years SIP goal targets that aligned to this indicator?</b> Goals for the 24-25 SIP were met; however, Highland Renaissance Academy remains in the beginning stages of implementation of a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. The team currently meets in PLCs to provide support and guidance. MTSS meetings were held on Monday's on a bi-weekly basis. Teachers and Teacher leaders have used the Branching Minds platform in the past to provide interventions and progress monitor student performance on the interventions. Teachers are still working to understand and unpack their data, and understand appropriate intervention plans to support student achievement.</p> <p><b>What successes did you experience related to this indicator in meeting your goals this year?</b> MTSS was completed twice per week to address student needs. The school psychologist partnered with the former dean of students to address student learning needs.</p> <p><b>What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?</b> A main challenge is supporting our new to Highland Renaissance teaching staff with understanding the standard treatment protocol, interventions and progress monitoring. As we continue, we will work to support teacher capacity and intervention support to increase student achievement. Teachers continue to develop their capacity in unpacking student data, and misconceptions from student work samples. Small group will be a focus area this year to support strong teacher table lessons that impact student growth in CORE, Supplemental and Intensive capacity.</p> <p><b>What opportunities exist to address these challenges in the 2025-2026 school year?</b> Having a new admin lead and strong Teacher Leaders for MTSS that has extensive background in interventions and support may provide our school with a different perspective for how MTSS should be conducted.</p>	<p>Limited Development 08/09/2024</p>		
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		

**How it will look when fully met:**

**What will your school look like and sound like if you have fully implemented this indicator?** All classroom teachers and support staff providing solid core instruction and interventions to scholars. Each stakeholder working to build and maintain relationships with scholars daily to encourage full engagement. Small groups of students working on targeted skills to build a bridge from off grade level instruction to mastering on grade level content. Teachers and scholars hold conferences quarterly to inform and encourage scholar growth. Parents are updated quarterly on scholars' growth and are involved in the decision making process. The standard treatment protocol is used with fidelity and partnered with hands-on instruction. MTSS PLC time is consistent and valued by all stakeholders . The MTSS system is an established, well communicated process. The MTSS leadership team meets monthly to review data, reflect on the progress, and refine clear and concise steps for whole school achievement.

**What would it look like if this indicator were fully ingrained into the culture and daily life of your school?** Scholars are able to articulate their individual growth tracking data in scholar data binder. There is one common “sound”/understanding about how and why we use data by all stakeholders. A collective process that is shared by all. The MTSS process provides real results on academic achievement. Our scholars take pride and ownership in their academic progress. Our teachers are using PLC time to dig into misconceptions and creating plans for intentional scaffolds to support students in need.

**What will quantitative and qualitative data look like if you have fully implemented this indicator?** Qualitatively, it will look like students understanding their own data and the moves necessary for higher success. It will also look like students gaining academic confidence in their work and success. Quantitatively, it will look like Highland Renaissance Academy reaching the individual needs of students which will lead to the following academic outcomes. The percent of students scoring Grade Level Proficient (GLP), on Reading End of Grade assessments in grades 3-5 will increase from 31.1% in SY2024-25 to 42% in SY2025-26. The percent of students scoring Grade Level Proficient (GLP), on Math End of Grade assessments in grades 3-5 will increase from 51.6% in SY2024-25 to 63% in SY2025-26.

**Layla Williams  
(elected 9/25)**

**06/10/2026**

<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/5/25	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 (Goal 1, Goal 2)		Ayana Morgan, Samantha Cleaver	12/01/2025
<i>Notes:</i>				
8/27/25	Dean of Students will meet with grade level MTSS teams to unpack data, place students in groups and monitor student needs academically, behaviorally and/or attendance. Teachers will discuss progress monitoring data and next steps the students needs support (Aligns to Goal 1, Goal 2, Guardrail 1, FAMS-3)		Michael Jones (elected 9/25)	04/17/2026
<i>Notes:</i> Teachers will participate in data analysis to flexibly group students in reading for grades K-2 to support student growth in reading. (Goal 1, Guardrail 1)- Phonics Training 9/11/25				
8/27/25	MCL2 and Master Teacher will support teacher small group instruction through unpacking of data during PLC and with walkthroughs to support the instructional needs of students based on data. (Goal 1, Goal 2, Guardrail 1) (Title I Budget \$18,250-MCL2)		Imani Harper (9/24)	05/29/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/23/2025		
<b>Evidence</b>	5/23/2025 The MTSS team met regularly to discuss student academic and behavioral needs. The team came prepared to discuss the interventions and how they were progressing.			
<b>Experience</b>	5/23/2025 MTSS was held at the cadence meeting our goals. There were a lot of areas of growth for us as it pertains to MTSS and teachers completing progress monitoring on their own in Easy CBM 5/23/2025			
<b>Sustainability</b>	5/23/2025 Additional staff training on MTSS platform, progress monitoring, and standard treatment protocol interventions.			

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

<p><b>Initial Assessment:</b></p>	<p><b>To what extent did you meet each of your previous years SIP goal targets that aligned to this indicator?</b> We meet weekly in our PLC to pace and unpack the standards for each lesson. Our teachers unpack the standards using the Know/Show framework from RELAY. During grade level PLC meetings, we have now shifted the focus of the meeting to allow teachers to model lessons to identify the misconceptions and prepare to help students through those misconceptions.</p> <p><b>What successes did you experience related to this indicator in meeting your goals this year?</b> The successes that we experienced were: PLCs meet weekly to plan and discuss the lessons. Teachers are using the CMS pacing to ensure they are on track with instruction based on the instructional calendar. Teachers are beginning to identify misconceptions based on assessments and model lessons/ skills in PLC meetings. Teachers have started to unpack standards using the Know/Show charts. We have hire an MCL2 and a Master Literacy Teacher that are both familiar with coaching, strong instructional practices and supporting teachers.</p> <p><b>What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?</b> We are challenged with building new teams on every grade level K-5th. We have varied levels of instructional experience and needs throughout the building. Our MCL2 is new to supporting math instruction and the Master Literacy Teacher is new to the district, thus the curriculum.</p> <p><b>What opportunities exist to address these challenges in the 2025-2026 school year?</b> We are addressing the challenges through tiered coaching of the MCL2 and Master Literacy Teacher through Assistant Principal Williams. In addition, the leaders are attending monthly meetings for Master Teachers. Finally, the team has a clear alignment and expectation for instructional expectations, coaching framework and PLC expectations to support the gap.</p>	<p>Limited Development 08/21/2024</p>		
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		

**How it will look when fully met:**

**What will your school look like and sound like if you have fully implemented this indicator?** Highland Renaissance Academy will be a high C school when this plan is fully implemented. It will look like teachers intentionally filling gaps for students through data dives and intentional planning. It will sound like students collaborating and talking about their learning while teachers work to facilitate the learning in the space.

**What would it look like if this indicator were fully ingrained into the culture and daily life of your school?** When this indicator is fully implemented, Highland Renaissance Academy teachers will come to PLC prepared to discuss potential misconceptions, discuss scaffolds needed for students, be ready to practice/model lessons, and provide consistent small group instruction centered on pushing the students further towards success. Teachers will participate in Data Days to support the understanding of the data, create small group lessons and whole group reteaching lessons. Teachers will be led by the Instructional Leadership Team to complete Know/Show charts for key tasks, unit assessments, and power standards.

**What will quantitative and qualitative data look like if you have fully implemented this indicator?** Qualitatively, we will see teachers present and using each instructional minute to be 1% better than they were the day before. We will also see students reaching higher levels of academic confidence and parents being proud of their students success. Quantitatively, it will look like 95% of students meeting their stretch goal on iReady assessments and reaching proficiency on MVPA. The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 58.5% in SY2024-25 to 82% in SY2025-26. The percentage of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 18.1% in SY2024-25 to 24% in SY2025-26.

Imani Harper (9/24)

06/10/2026

<b>Actions</b>		<b>0 of 5 (0%)</b>		
8/27/25	The teachers (classroom & ML, EC, TD) will use data documents (DIBELS, iReady, 24/25 EOG, Microphase) during Data PD sessions (2 days) to develop small group instructional plans aligned with data driven student needs (aligns with Goal 1, Goal 2, Guardrail 1, and FAM-S 29).		Layla Williams, Ayana Morgan, Samantha Cleaver	10/03/2025
<i>Notes:</i>				
8/27/25	The ILT team will lead the grade level teams in modeling crucial components in the lessons. MCL/Master Teacher will provide in the moment feedback to support meeting and action steps for continued improvement. (Guardrail 4, Goal 1, Goal 2)		Layla Williams (elected 9/25)	10/31/2025
<i>Notes:</i>				
9/26/25	Teachers will participate in two data days where they will be provided with a full day data dive, work session and planning time to implement actions in the classroom. (Title I Budget: \$5,000) (Goal 1, Guardrail 1, Goal 2)		Imani Harper (9/24)	04/03/2026
<i>Notes:</i>				
9/17/25	Duty-free planning: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Layla Williams (elected 9/25)	06/10/2026
<i>Notes:</i>				
9/26/25	Provide social enrichment activities through budgeting for field trips for students to ensure they connect academic learning to social environments. (Title 1 Budget: \$8,063.76), Goal 1, Goal 2, Guardrail 3)		Michael Jones (elected 9/25)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/17/2025		
<b>Evidence</b>	6/17/2025			
<b>Experience</b>	6/17/2025 \Partnering with new coaches and leaders posed challenges in levels of understanding. 3 Hour planning sessions became more structured throughout the year and more impactful. Teacher leaders were trained on unpacking standards- teachers need that work completed now. 6/17/2025			

<i>Sustainability</i>	6/17/2025 Teachers digging into data more consistently. Unpacking standards for first 3-4 weeks of school is a must. 6/17/2025			
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<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
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**Initial Assessment:**

**To what extent did you meet each of your prior years SIP goal targets that aligned to this indicator?** This goal was partially met for the 2024-25 school year. There are several areas where improvement can be found in the 25-26 school year.

**What successes did you experience related to this indicator in meeting your goals this year?** Morning Meeting was scheduled and conducted with aligned lessons to the Caring Schools Curriculum. Our counselor shared additional lesson materials for all teachers to use during Morning Meeting. We decreased absence percentage to 92%. Suspension rates at HRA were low during the 24-25 school year. The BMT from 24-25 was used to assist in student reset and restoration of appropriate classroom behaviors. We have continued the partnership with Communities In Schools and the school counselor remains the same. Both have been working with families and students in need of social/emotional and attendance support. We will continue to fund the BMT position under Title I funds for the 25-26 school year.

**What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?** New staff will continue to be a challenge and also an opportunity. We have posted for a Title I funded BMT to assist with student social/emotional needs throughout the day. We have a new Social worker that is new to the position although did support during internship in the 24-25 school year. She is working to learn and ensure students are attending school daily and that we are addressing students that may be eligible for MCV support. As it currently stands, we have several students experiencing homelessness who have yet to receive transportation.

**What opportunities exist to address these challenges in the 2025-2026 school year?** The opportunities that exist to address these challenges this school year is to have teachers take ownership of MTSS and more discussion about behavior concerns. Also have teachers trained in Capturing Kids Hearts early in the year to support SEL lessons and needs in the building. The opportunities to increase effectiveness in reducing chronic absenteeism rates include clear and consistent attendance procedure expectations. Bi-weekly front office and school social worker meetings to review attendance data and sending out 3,6,10 day letters in a timely manner.

Limited Development  
08/21/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p><b>What will your school look like and sound like if you have fully implemented this indicator?</b> Highland Renaissance Academy is already a peaceful environment where kids enjoy learning and coming to school. We can always improve to have more students who are on our chronically absent list to be present at school. This also will look like students and teachers deepening their emotional capacity and understanding how to regulate or co-regulate their emotions in a healthy and productive way.</p> <p><b>What would it look like if this indicator were fully ingrained into the culture and daily life of your school?</b> This work first begins with our teachers and the use of Capturing Kids Hearts. When our teachers have a deep understanding of their role in meeting the emotional and academic needs of our students, we will see an improvement on student outcomes. We will use CKH to address the needs of students in the classroom. We will see staff checking in with themselves, peers, and students to ensure we have relationships and consistency throughout the building. Building our total emotional capacity and understanding will assist us in meeting the students where they are and modeling "healthy" and effective coping habits.</p> <p><b>What will quantitative and qualitative data look like if you have fully implemented this indicator?</b> We will see a decrease in unexcused absences. We will see an increase in emotional maturity across our school community. All of these things will inevitably lead to us reaching our academic goals for the 2025-2026 school year as emotional health aids in academic performance and success. The percent of Chronic Absenteeism will decrease from 92% in SY2024-25 to 94% in SY2025-26</p>			Imani Harper (9/24)	06/10/2026
<b>Actions</b>			<b>0 of 5 (0%)</b>		
8/28/25	100% teachers will implement Capturing Kids Hearts daily during SEL. (Aligns to Guardrail 3, FAM-S 30 and 31)			ILT (Harper, Williams, Jones, Morgan, Cleaver, Lit	10/31/2025
<p><i>Notes:</i> CKH Training for all Day 1- held 9/9/25            CKH Training for all Day 2- held 9/23/25</p> <p>All teachers will create a Social Contract in their classrooms to create behavioral buy-in and state the expectations in student friendly terms. Social Contracts will be posted in every classroom within the building. (Aligns to Guardrail 3, FAM-S 30 and 31) by 10/1/2025</p>					

8/28/25	MTSS PLC's will meet weekly to discuss student needs based on data to determine specific area of need, interventions and progress monitoring tool based on the standard treatment protocol. (Guardrail 1, Guardrail 2, Guardrail 3)		Michael Jones	12/19/2025
<i>Notes:</i>				
9/17/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Guardrail 4)		Layla Williams (elected 9/25)	06/10/2026
<i>Notes:</i>				
9/17/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Guardrail 3)		Layla Williams (elected 9/25)	06/10/2026
<i>Notes:</i>				
9/19/25	Use of Title I funds to hire BMT to increase student ability to regulate emotions and provide support for students with social emotional needs in the classroom. (Title I funded Budget: \$39,696.30) (Aligned to Guardrail 2, Guardrail 3)		Imani Harper (9/24)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/23/2025		
<b>Evidence</b>	5/23/2025			
<b>Experience</b>	5/23/2025 Our work towards this objective really leaned on our Student support team. 5/23/2025			
<b>Sustainability</b>	5/23/2025 Our school has not yet been accepted into the CKH platform. A more unified approach is necessary for our school. Our counselor and the principal have been talks about how to have a universal approach across the entire building for SEL with a clear stucture as we await CKH.			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

**To what extent are we meeting our 2024-2025 SIP goal targets that are aligned to this indicator?** Include specific data points for each goal. We have fully met Action Step 1, Establish community partnerships which result in classroom materials, supplies, field trips, and STEM experiences. Partnership meetings occur quarterly and school data is shared to align partner support with academic & SEL student needs. Classroom teachers utilize DonorsChoose (a non-profit organization that allows individuals to donate directly to public school classroom projects) through the help of our HRA DC Ambassadors to supply their classrooms with much needed supplies and materials. Teachers and Staff utilize Classroom Central for school supplies. Covenant Church supports our students academically with Kindergarten and 3rd grade tutoring opportunities during the school day.

**What successes did you experience related to this indicator in meeting your goals this year?** The successes that we experienced related to this indicator in meeting our goals this year was tutoring in kindergarten solidifying over 75% of students ending on grade level or above.

**What challenges are you facing in meeting your 2025-2026 SIP goal targets aligned to this indicator?** One challenge continues to be in the use of ClassDojo versus ParentSquare. In addition, we face the challenge of engaging our families when there are academic items to share with them (ie Title I night, EOG night, STEM night). In addition, we do not have an established PTO. We need to gain members for the PTO to build its capacity to support the school.

Limited Development  
08/21/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p><b>What will your school look like and sound like if you have fully implemented this indicator?</b> Our school will look like a school that has tight bonds between the school and the community. Our PTO will be active within our school community and will assist in our planning of events. Our school will not only be a place of learning but a community hub to support the families and students at Highland Renaissance Academy.</p> <p><b>What would it look like if this indicator were fully ingrained into the culture and daily life of your school?</b> Highland Renaissance Academy already does a great job partnering with parents in this work, however there are always areas where we can improve. A stable and supportive PTO will assist the school in several capacities, and once fully ingrained our teachers and school can receive support from PTO. Increased parent involvement in our school community will also assist in us reaching our academic goals. Parents having a better understanding of what is happening in their child's class and areas to support at home will only lead to more success for us at school.</p> <p><b>What will quantitative and qualitative data look like if you have fully implemented this indicator?</b> Qualitatively, our parents and families would have a better understanding of the academic requirements and can begin supporting that work at home. Quantitatively, we will begin a PTO here at Highland Renaissance Academy and gain members. Quantitatively, we also will plan to see an increase in parent attendance at Quarterly Parent Nights.</p>			Imani Harper (9/24)	06/10/2026
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/17/25	All grade levels will provide family sessions in the form of Quarterly Parent nights (ie: curriculum night, EOG overview) and ways to support their students at home. (Aligns with all Goal 1, Goal 2, Guardrail 1, Guardrail 3 and FAMS-3).			Lydia Lorenzo (elected 9/24)	10/31/2025
	<i>Notes:</i> Title I/ Curriculum Night- held 9/18/2025 Parent Nights have teams assigned to plan				
8/28/25	Host 3 parent nights that provide fun along with learning about the state of their child (Title I night, Winter Academic Night, EOG Night)- Aligned to Goal 1, Goal 2 (Budget: \$2009.00)			Imani Harper (9/24)	05/29/2026
	<i>Notes:</i>				

9/17/25	To increase Parent Involvement and participation at Highland Renaissance Academy, to engage parents in their child's overall academic experience. (Guardrail 1)		Lydia Lorenzo (elected 9/24)	06/10/2026
<i>Notes:</i> Homework/Academic support provided to parents through video/photo or other means to support parents in helping their child with learning practice at home.				
9/19/25	Increase parent engagement for our Hispanic families through budgeting for Title I funded Spanish Interpreter (Title I Budget: \$38,923.08) (Aligned to Goal 1, Guardrail 1, Guardrail 3)		Layla Williams (elected 9/25)	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		05/23/2025		
<b>Evidence</b>	5/23/2025			
<b>Experience</b>	5/23/2025 Parent communication is always an area of growth. We saw a lot of better parent communication with the use of ParentSquare Alerts. Our families are more used to Class Dojo as a form of parent communication.			
<b>Sustainability</b>	5/23/2025 We need to use both platforms heavily and evenly. Class Dojo and Parentsquare.			