

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:

- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 45.7% in SY2024-25 to 48.7% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The percentage of our lowest performing subgroup of more than 30 students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 31.1% in SY2024-25 to 34.1.0% in SY2025-26. (aligns to A2.04, A4.01 and CMS Guardrail 1)
- The percent of students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-5 will increase from 68.9% in SY 2024-25 to 71.9% in SY 2025-26. (Aligns to A2.04, A4.01, B3.03 and CMS Guardrail 1)
- The number of ISS incidents will decrease from 18 in SY 2024-25 to 15 in SY 2025-26. The number of OSS incidents will decrease from 17 in SY 2024-25 to 14 in SY 2025-26. The percent of aggressive behavior incidents will decrease from 45% in SY 2024-25 to 42% in SY 2025-26. (Aligns to A4.06 and CMS Guardrail 2)
- 100% of classroom teachers will implement SEL time daily with fidelity. (Aligns to A4.06 CMS Guardrail 2)
- The school will retain 93 % of licensed classroom teachers throughout the 2025-26. (Aligns to B3.03 and CMS Guardrail 4)
- The percent of Chronic Absenteeism will decrease from 16.01% in SY 2024-25 to 15.01% in SY 2025-26. (Aligns to A4.06 and CMS Guardrail 3)
- The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 87% in SY2024-25 to 90% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)



! = 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

Initial Assessment:

Our SIP Goal that aligns to this indicator is:

The percentage of lowest performing subgroup of more than 20 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 33.85% in SY2024-25 to 36.85% in SY2025-26.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026

Based on our preliminary data as of June 2025 our lowest performing subgroup for 3rd grade reading is 33.85%. This is a 4.5 percentage point decrease from the 2023-2024 school year.

Additionally, formal evaluation data was disaggregated in administrative team meetings to identify instructional trends and determine needed support throughout the school year. The administrative team conducted individual walkthroughs using the CMS District Core Action Walkthrough form each week. The team also facilitated tier 3 progress monitoring meetings with families and staff present. In total we had 43 family meetings for grades K-5 at BOY. We conducted 27 MOY meetings and 16 EOY meetings for K-2. This resulted in 3 retentions for the 2024-2025 school year. Coaching meetings occurred as applicable based on formal and informal evaluation data. The administration and facilitator supported teachers through differentiated needs.

EOY Annual Analysis:

Action Steps: Action Steps 1 and 2 were implemented and evident in all areas. We will continue to focus on both. We will revise and implement the HCES walkthrough form to provide teachers with feedback on this year's targeted focus of standards-aligned instruction, small group instruction, and evidence of alignment to data driven lesson planning. ILT will analyze walkthrough data, develop an action plan, and then report out trends and next steps to the staff monthly. All staff will receive walkthrough form feedback in a timely manner and be provided the opportunity to discuss the feedback with their coach. We will continue implementing RELAY professional development and provide individualized support while coaching with teachers in a one to one manner. SEL trackers will also continue to be an area of focus.

Successes:

Based on preliminary data as of June 2025 our data shows that the

Limited Development
07/25/2024

school composite increased to 66.9% (from 63.2% in 2024) in grade level proficiency and a decrease of 3.7% in college and career readiness. BOG3 student data shows that students were performing at 28.0% at grade level proficiency as compared to 63.0% percent at the end of the year. DIBELS data showed only 17% of students performed below or well below proficiency on all subtests for grades K-3. Informal core action walkthrough data showed that 100% of teachers were implementing the EL curriculum daily and it is aligning with pacing and planning documentation. With the consistent support of a ML teacher, students identified as ML grew in GLP proficiency and 7 students exiting ML services with a score on ACCESS of 4.5 or higher. Other successes indicated that Tier 3 meetings are occurring, and interventions were consistent for tier 2 and 3 this year.

There was a reduction in disproportionality of suspensions and consistent implementation of restorative practices. Our Suspension (OSS and ISS) rate had a significant reduction from the previous year overall from 54 in 2023-24 to 35 in 2024-25 and the number of suspensions of our Black students remained consistent with prior year consecutive year going from 52.4.2% in SY2023-24 to 54.2% in SY2024-25.

Challenges: Based on the preliminary data as of June 2025, 13.1% of our SWD were grade level proficient which was a 3.8% decrease from the prior school year while 6.6% were college and career ready which was an 1.8% decrease from the prior school year. our 4th grade composite for GLP decreased from 66.4% to 66.1% and with 4th grade math demonstrating the biggest decrease in GLP going from 69.9% in 2023-34 to 65.6% in 2024-25.

Opportunities: Based on our identified challenges we will anticipate focusing on providing instructional support grades 3-5, as well as targeted support for the 5th grade cohort of students in Math. We had a year long vacancy in 4th grade Math but were able to successfully rehire a highly effective Math Teacher as an EITI and place her in 4th grade where she has significant amount of experience. We hired a full-time TA who will continue to focus on our EL/LEP students as she is certified in this area. Our Math Master Teacher will be moving into an MCL role, we will support staff with coaching and instructional planning. This opportunity will provide targeted support based on individual teacher/student data and increase instructional and academic outcomes for teachers and students for the 2024-2025 school year. We will also continue with consistent interventions and tier three meetings, as well as, continued use of restorative practices.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> • Principal and administrative team are highly visible and regularly present in classrooms and PLCs. • Teachers receive descriptive feedback on their practice from the principal and administrative team throughout the year. • Principal and the administrative team are instructional leaders who foster strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Principal and administrative team engages in a regular coaching cycle with staff and provide communication and feedback. 		<p>Ernest Saxton III</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/23/25</p>	<p>All Instructional Leadership Team members will be assigned multiple staff members to coach and all staff members will have access to one on one coaching. The ILT will create a coaching plan that will outline expectations for coaching and capturing feedback to ensure teachers receive targeted support with fidelity. (FAM-S, All SIP goals). (Aligns to CMS Goals 1 and 2 and CMS Guardrail 1)</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>9/23/25</p>	<p>The Instructional Leadership Team will collect walkthrough data via google form results and analyze the impact specific trends are having on academic achievement during weekly Admin Meetings. Data will be shared staff during monthly meetings and targeted PD will occur for teachers to help improve academic outcomes for students. (Aligns to CMS Goals 1 and 2 and CMS Guardrail 1)</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p>Notes:</p>				
<p>Core Function:</p>		<p>Domain 3: Instructional Transformation</p>		
<p>Effective Practice:</p>		<p>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
<p><i>Initial Assessment:</i></p>			<p>Our SIP Goal that aligns to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25.</p> <p>As of June of 2025, our EVAAS data shows that there was an improvement from 2023-24 to 2024-25 in grades K-2. In 3rd there is an opportunity to increase teacher effectiveness as we seek to strengthen K-3 instruction.</p> <p>Additional data that supports this work is included below:</p> <p>Tiered Intervention System:</p> <p>As of June 2025 Microphase groups (ELA Strategic and Benchmark) tracking occurred weekly in a google doc that specified reteaching skills sets weekly for students. The Literacy Master Teacher and Dean of Students collaborated with grade level teachers bi-weekly to analyze and discuss microphase assessments. Using the data, student groups are reviewed and adjustments are made as needed. MTSS monitoring sheet was developed to keep track of ongoing data, meetings and students information. Tier 3 progress monitoring meetings were conducted by the Principal with parents, grade level teacher, administration and support staff attending. In all, the parent/staff teams determined that 1 kindergarten and 1 2nd grade students would benefit from retention to strengthen their academic foundations.</p> <p>As of June 2025 Branching Minds Data shows Reading Tier Level/Tier Data Movement Information: Approximately 83% of the student population is sufficiently supported by tier I instruction and 8% in both tiers II and III. Math Tier Level/Tier Data Movement Information: Also supports that approximately 81% of the student population is sufficiently supported by tier I instruction 2025-2026 MTSS groups have already been identified. Currently in rising grades 1-5, 69 students have been identified to receive ELA Tier 2 and Tier 3 support. In addition, 72 students have been identified to receive Math Tier 2 and Tier 3 support. SEL supports were identified for 9 students at this time. 2 students will be retained (one K and one 2nd grade). Tiered support will again occur at the beginning of the school year in 2025-2026 as opposed to October as in years past.</p>	<p>Limited Development 07/25/2024</p>		

EOY Annual Analysis:

Action Steps: We saw successes in 2/4 action steps.

Successes: In addition to our progress with microphase groups and Branching Minds tier movement data, we also want to celebrate holding tier three meetings with families and updating them on progress throughout the year. Based on preliminary EOY data and microphase data, we saw proficiency gains in most grade levels and subject areas. White students who saw big decrease in 2024-25 for GLP % and CCR rebounded and had significant gains compared to last year's data.

Challenges: As of June 2025 we implemented our four action steps for this indicator for the 2024-2025 school year; however, we plan to focus on developing a more cohesive process to ensure students newly enrolled at school are being assessed and a support plan is in place to support their areas of need. We will continue expanding small group planning systems including utilizing all support staff including administrators to help facilitate for 3rd, 4th, and 5th grade to ensure Tier 2 and Tier 3 students receive targeted lesson plans in reading.

Opportunities: Based on our identified challenges and incoming EVAAS data in the fall, we anticipate focusing on additional research strategies and professional development to meet the targeted needs of all students and provide coaching opportunities based on individual teacher/student data next year to support increased outcomes and teacher capacity for the 2025-2026 school year. According to EOY EVAAS data analysis we are prepared to identify additional ways to provide Grade 3 reading support. This will be a focus area as we seek ways to strengthen teacher effectiveness.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> • Implementation of Core with integrity resulting in increased student achievement. • 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. • Flexible student groups based on mastery of skills and objectives. • Develop a process to ensure students newly enrolled at the school are being assessed and a support plan is being put into place within 10 days of their start date to ensure strengths and needs are being met as soon as possible. • A high functioning SST that effectively supports each student toward increase engagement and improved self efficacy. • The Student Service PLC will meet monthly to review student response to intervention data via branching minds. • Effective communication between data team and SST that supports students toward achieving individual goals. • Effective systems of support for Tier 2 & Tier 3 for academic and behavioral support resulting in student growth. • Instructional lead will expand small group planning systems to 4th and 5th grade by reviewing student data and developing targeted lesson plans for teachers to implement in reading. We will continue to maintain this structure in 2nd and 3rd grade as well. • Review K-5 DIBELS, microphase, and MAP data to determine specific skill gaps in literacy and flexibly group students during WIN at least three times a year. 		<p>Ernest Saxton III</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
<p>9/23/25</p>	<p>To analyze the effectiveness of small group instruction as an Instructional Leadership Team we will collect and organize relevant data from baseline/pre-assessments, formative assessments, progress monitoring bi-weekly. Then we will collaboratively analyze trends to draw conclusions, and create targeted support plans for students. (EVAAS, FAM-S 3) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 1 and 3)</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p>Notes:</p>				

7/25/24	Revise and implement updated protocols and communication structures to ensure PLC Data Meeting participants and SST Meeting participants are aware of the work of each team to ensure the needs of students are being met holistically. (EVAAS, FAM-S 3) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 1 and 3)	Complete 06/06/2025	Williams and Stinson	06/12/2026
<i>Notes:</i>				
Implementation:		08/26/2025		
Evidence	8/26/2025			
Experience	8/26/2025			
Sustainability	8/26/2025			

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
<i>Initial Assessment:</i>		<p>Our SIP Goal that aligns to this indicator is: The percent of the lowest performing subgroup fo more than 20 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 38.3% in SY2023-24 to 41.3% in SY2024-25. Based on our preliminary school data (99.7% tested) of the lowest performing subgroup of more than 20 3rd grade Reading for CCR, these students were at 29.5% (a 9.4% decrease from SY2023-24) and second lowest performing subgroup of students were at 37.5% (a 5.4% decrease from SY2022-23). Combining data from both subgroups equates to 34.5% for the SY24-25. This aligns to Goal 2 from the prior district strategic plan to increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 and Interim Measure 2 from the guardrails stating the % of grades 3-8 students, by student group, scoring CCR (college and career ready) on reading end of grade assessment will increase.</p> <p>Additional preliminary data that supports our work in this indicator is also included below:</p> <p>Overall School Composite: 99.7% Tested (Prior to Retest Data)</p> <p>66.0% grade level proficient (2.8% increase from 23-24)</p>	Limited Development 07/25/2024		

44.7% college and career ready (3.7% decrease from 23-24)

African American::

53.2% grade level proficient (2.2% decrease from 23-24)

30.2% college and career ready (8.8% decrease from 23-24)

White:

81.6% grade level proficient (9.1% increase from 23-24)

66.9% college and career ready (5.5% increase from 23-24)

Hispanic:

60.9% grade level proficient (.6% increase from 23-24)

37.5% college and career ready (5.4% decrease from 23-24)

EL/LEP:

40.0% grade level proficient (2.1% decrease from 23-24)

20.0% college and career ready (1.1% decrease from 23-24)

SWD:

13.1% grade level proficient (3.8% decrease from 23-24)

6.6% college and career ready (1.8% decrease from 23-24)

AIG:

100% grade level proficient (0.8% increase from 23-24)

97.2% college and career ready (3.2% increase from 23-24)

GR3 African American:

Grade level proficiency increased by .1% from the 23-24 school year with a total of 55.7% showing proficiency. College and Career Readiness (CCR) showed a 6.3% decrease with an overall CCR proficiency of 28.4%.

GR3 White:

Grade level proficiency increased significantly by 26.3% from the 23-24

school year with a total of 91.7% showing proficiency. College and Career Readiness (CCR) also showed a significant decrease of 18.9% with an overall CCR proficiency of 70.8%,

GR3 DIBELS:

82% of third graders performed at or above grade level during the spring DIBELS assessment. This is a 1% increase from 23-24 school year.

GR3 Iready ELA Data:

77% of third graders performed at or above grade level during the EOY Iready screener.

GR3 Iready MATH Data:

63% of third graders performed at or above grade level during the EOY Iready screener.

3rd grade students are showing 68.8% grade level proficiency which is an increase of 7.0% since 23-24 College and Career Readiness (CCR) is showing 45.2%, an increase of 1.1% from the 23-24 school year. It should be noted that this data is not tracking the same group of students from year to year.

EOY Annual Analysis:

Action Steps: For the 2024-2025 school year, we will continue to build on 6/6 action steps that demonstrated successes in instructional planning and support from the leadership team on third grade ELA and Special Area PLC plannings. The leadership team has hired a math facilitator joining our two literacy facilitators to support the needs/ gaps of our Black and Hispanic third grade students who scored below the college and career readiness goal based on the preliminary 2023-2024 EOY data. This will be accomplished through strategic professional development for second and third teachers that focuses on disaggregation of microphase skills and analysis, in addition to benchmark and Iready data for 3-5 students. The Instructional Leadership Team will prepare for weekly data meetings by expecting all staff to follow the "see it: looking at exemplars and gaps, name it: stamping the concept and identifying what we are reteaching, do it: plan the reteach and follow up" protocol learned through district-wide Relay PD.

Successes: As of June 2025, our preliminary data shows significant gains in third grade GLP composite for all students. African American students did show a very slight increase in GLP. Our white students showed significant gains this year with a 26.3% increase in proficiency and 18.9% gain in CCR. Finally, EL/LEP data showed a significant increase in proficiency with a 13.5% increase from the SY2022-23. Moving forward, we will continue to build on our actions from our SIP during the 2024-25 school year that have had a positive impact on teacher practice and student outcomes.

Challenges: Based on data, while we have had a lot to celebrate, we saw a significant gap in proficiency and growth for our Black and Hispanic students whose data did not show the same growth. A reassessment of instructional planning based on data driven decisions in conjunction with SEL data and teacher coaching will be a primary focus as we move into next year focusing on necessary subgroup performance.

Opportunities: Based on our identified challenges, we anticipate focusing on additional research and expertise to meet the targeted needs of these subgroups, practices (peer core action walkthroughs, coaching and data driven discussion), and an increase of human capital (hire a math facilitator to joining two literacy facilitators) next year to support increased outcomes and teacher capacity.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity • Evidence of the Core Actions walkthroughs • The Instructional Leadership Team will facilitate 1/2 day data dives designed to analyze the most recent benchmark data for K-5 reading and math grade level PLCs. • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach and discussion around standard-alignment and what mastery looks like. • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolding planned intentionally • Emphasis on vocabulary and academic language during planning and lessons • Increase student growth and achievement for our lowest performing subgroups. • The Instructional Leadership Team will facilitate quarterly standards unpacking for K-5 reading and math grade level PLCs. • The Instructional Leadership Team will support K-2 reading PLCs in developing student data portfolios and utilizing the data for action planning to drive whole group and small group instruction. 		<p>Ernest Saxton III</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>9/18/25</p>	<p>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).</p>		<p>Ernest Saxton III</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>9/23/25</p>	<p>During PLC meetings The Instructional Leadership Team and Teachers will break down essential standard to create a clear, common understanding of what students need to know and be able to do. This will involve all members of the PLC identifying the key concepts, specific skills, and modeling the expectations allowing teachers to design targeted instruction and assessments that lead to mastery of the standard. (3rd Grade ELA, EVAAS, FAM-S 29). (This aligns to CMS Goal 1)</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

7/25/24	<p>The Instructional Leadership Team will implement an updated planning protocol for K-5 reading and math to ensure PLCs are collaborating around strategies and techniques for how standards-aligned instruction will be delivered for daily lessons. (3rd Grade ELA, EVAAS, FAM-S 29). (This aligns to CMS Goal 1)</p>	Complete 06/06/2025	LaTasha Stinson (2022)	06/30/2026
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Notes:

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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:

Our SIP Goal that aligns to this indicator is:

The percentage of students reporting a positive self-perception of their engagement will increase from 86% (in Grades 3-5) to 90% in SY2025-26. We will create a new SEL survey to measure student self-perception.

The percentage of students reporting a positive self-perception of their emotional regulation will increase from 74.1% (in Grades 3-5) to 77.1% in SY2025-26 on our internal schoolwide SEL survey.

Out-of-School Suspension (OSS) will remain proportionate for our three largest subgroups of students as it has for the past two school years.

Panorama Data:

As of June 2025, students completed the Spring Survey in 2024 and that is the most recent data to report since the district no longer supports Panorama use. Data response rates show that more than 90% of students participated in the Spring Survey. The Fall Survey data showed students reporting a positive self-perception of their engagement rose to 85%; this was our greatest increase. This also shows that we exceeded our goal of 74%. According to the data, girls were more likely to respond favorably than boys.

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As of Spring 2024 the percentage of students reporting a positive self-perception of their emotional regulation rose to 74.1% on the Panorama survey which was an increase from the previous year, and exceeded our 2023-24 EOY goal. Successes were noted in multiple areas. The school counselor continues to conduct at least one lesson on coping skills for each classroom. Each Monday morning, the morning news anchors presented "Mindfulness Monday". A different mindfulness strategy was highlighted each week. Classroom teachers participated in trauma-informed training. As a follow up each classroom was expected to include a safe place where students could safely go to manage emotions. The safe place includes examples of emotional regulation strategies. We continue to face the challenge of noting that vocabulary on the Panorama survey can be difficult for some students to understand. We also have implemented a book study titled "The Anxious Generation" for parents in our community to help them understand the direct and indirect impact technological advances have had on students.

CICO Data:

As of June 2024, we had four students in grades K-5 utilize the CICO intervention; 3 male students and 1 female student. Their DIBELS data showed that student one had a 29% increase in the overall composite score from the MOY. Student two had a 40% increase in the overall composite score from the MOY. Student three had a 15% increase in the overall composite score from the MOY. Student four had a 29% increase in the overall composite score from the MOY.

SEL & CICO EOY Annual Analysis:

Action Steps: We saw success in staff teaching coping skills and students implementing the strategies to regulate their emotions. meeting actions 3, 4, and 5 which focused on explicit teaching of social emotional skills, counselors supporting Capturing Kids Hearts implementation and the utilization of check-in and check-out data for tiered support and intervention. We will continue to build on action 3 for the upcoming school year in which the counselor will meet with PLCs to develop and implement Capturing Kids Hearts lessons in alignment with Panorama data.

Successes: Highland Creek is now recognized as a national showcase school. Capturing Kids Hearts professional development training for staff resulted in an increase in teacher patience/understanding of trauma behaviors and triggers, ultimately increasing student

engagement. This led to a decrease in suspensions (ISS combined with OSS) and an increase in restorative practices at the classroom level. Data showed significant improvements in academic achievement and behaviors for our CICO students. We will continue to utilize this CICO system for identified students in the 2024-2025 school year building on prior knowledge of successful skill sets while implementing additional research-based practices. Challenges: HB49 has presented challenges as parents have opted out of the survey or not responded to the request to opt in. This has affected the number of students completing the survey and consequently the data available. However, based on the data as of Fall 2023, we continue to face the challenge of supporting students when they experience challenging feelings and learning strategies to regulate emotions. The action items listed below are opportunities that have not been implemented fully yet and we plan to focus on extending them into next year.

Challenges: Based on identified challenges, the SSPLC will continue to identify students who struggle to regulate their emotions and engage staff in work during grade-level data meetings to develop strategies to support these students. We also see an opportunity for staff to participate in creating a common language designed around emotional regulation to assure that students are receiving consistent messages from all staff to support increased outcomes and self-perception of our students.

Attendance, Chronic Absenteeism Data & OSS Disproportionality:

As of June 2024, our out of school suspension disproportionality for Black students was -4.2% exceeding our goal of 22% for the 2023-2024 school year.

Attendance rate is 94.9% (increase of .1 % since 23-24)

Chronic absenteeism data 12.7% (decrease of .7% since 23-24)

OSS number of suspensions is 17 (increase of 8 since 23-24)

OSS number of students suspended is 11 (110% increase since 23-24)

OSS students with more than 1 day suspension is 4 same as from 23-24)

OSS disproportionality black/hispanic 58.8 % [3] (30.6% increase since 23-24)

OSS disproportionality white 41.2% [2] (30.1% increase since 23-24)

OSS disproportionality two or more 0.0 % [1] (22.2% decrease since 23-24)

OSS EC 76.5% [5] (23% decrease since 23-24)

OSS non-EC 24.5% [2] (24.5% increase since 23-24)

ISS number of suspensions is 18 (55% decrease since 23-24)

Attendance & OSS Disproportionality EOY Annual Analysis:

Overall, we have seen successes in our attendance rate, and a slight decrease in chronic absenteeism. Successes were seen in ISS suspension rates having a significant reduction from the previous year overall. However, this year we did see a significant increase in the number of suspensions of our Black students increasing to 58.8% of total suspensions (30% increase). Challenges included a significant percentage of EC students receiving suspensions compared to our non-EC population. However, the percentage of suspensions for our African American students decreased from 64.5% in 21-22 to 58.8% in 24-25, a 5.7% decrease in suspension over the past 3 years. Our Out-of-School Suspension (OSS) disproportionately goal for Black students was set to decrease from 33.2% in SY2022-23 to 22% in SY2023-24. We were able to exceed this goal with a - 4.2% in 2023-2024 making us one of top 10 schools in CMS for disproportionality this year. This presents an opportunity for growth and focus for the 24-25 school year.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> • SEL curriculum with explicit instruction that is being implemented with integrity and all staff will explicitly teach the school-wide expectations from the behavior matrix during the first two weeks of school. • Serving the whole child for all children • Established MTSS teams, structures and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Purposeful tiered instruction is being provided • Data driven instruction and decision-making: During monthly SSPLC meetings we will revise the current agenda to include academic review time that allows the team to identify connections with students social emotional status and academic achievement. • Accurate identification of student needs rooted in data. • Teachers utilize culturally relevant and culturally proficient strategies, language, and practice. • A safe and welcoming environment is provided for all students • Execute our three tiered attendance plan. 		<p>Ernest Saxton III</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>9/18/25</p>	<p>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).</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>9/18/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. To foster a safe, respectful, and inclusive school climate where bullying is not tolerated and all students feel supported counselors will provide students access to counselor request forms in their classes to get support in a timely and emotionally safe manner. (OSS, FAM-S 30) (Aligns to CMS Goals 1 and 2 and Guardrails 2 and 3)</p>		<p>Stacey Kata</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

7/25/24	Implement targeted SEL time in all classrooms with fidelity by sharing and reflecting on incident data, teacher feedback and informal observations of student behaviors. This information will be used to proactively address student SEL and behavior needs. (OSS, SEL, FAM-S 31) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 2 and 3)	Complete 06/06/2025	Ernest Saxton III	06/30/2026
<i>Notes:</i>				
7/25/24	Counselor will participate in planning to provide SEL lessons to each PLC to support the execution of SEL instruction in alignment with strategies provided through Capturing Kids Hearts PD. Counselor will also push into classrooms to coach teachers as needed on lesson implementation during the SEL block. (SEL, FAM- 31) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 2 and 3)	Complete 06/06/2025	Kata	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		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). Other Data Points to Consider: Parent survey information, communication logs, event feedback and engagement data, etc. ParentSquare end of year data as of June 2025 shows that 100.0% of our parents are contactable on a daily basis through the platform (increase of .2% from 2024). This equates to 507 families. Reach and deliverability data shows 84% of parents have opted to receive email delivery on the platform while the other 16% opted to receive texts. Both ways of deliverability have 0% failed delivery rates. 75% of our families are active on the app. Feature usage on the app shows that	Limited Development 07/25/2024		

families and the school have had a total of 62.170 (59,368 2024) direct messages this year through 3,249 posts. The school has conducted 10 polls through the platform, posted 96 calendar events, and shared 577 files, shared 1686 photos of school activities and events.

EOY Annual Analysis:

Action Steps: We saw success in meeting action steps 1, 4, 5 and 6 with the implementation of ParentSquare, curriculum night attendance, new family onboarding, and execution of the school-wide attendance plan. We will continue to focus on action steps 2 and 3 around volunteer data and LobbyGuard data analysis for the upcoming school year.

Successes:

Overall, successes are shown in the high rate of contactability and interactive communication with our families using this platform. It makes two-way communication quick and efficient for all. In addition, our overall attendance rate increase is a result of collaboration between families and the school. Seamless processes are provided through the ParentSquare platform and staff (principal and counselor) worked closely with families to assure a reduction in individual student absenteeism, making house visits, and providing transportation on days students did not attend by the start time.

Challenges: We still face some challenges with a small percentage of families not reading messages on the ParentSquare platform. We also face challenges of family engagement with some of our SBS students as the school is not in close proximity to their home and our work schedules. This poses a reduction in attendance to family events at the school and volunteerism.

Opportunities: We will use these challenges as opportunities to work closely with these families to assure we have 100% participation for the 2025-26 school year. We will work to increase family engagement for a small percentage of our families through a more personal approach and family mentor with other parents by creating a “buddy” network through our PTA. We would like to seek ways to encourage new parents to become members of the PTA and increase the number of families volunteering for PTA sponsored events.

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school setting:</p> <ul style="list-style-type: none"> • 100% parent-teacher conference rate • Consistent two-way communication tool is being leveraged using TAG and 3 Ply rules • Collaborative relationships; all voices matter • School events have high participation and engagement across all parent groups • Resources and support are made available to parents regularly in support of student learning • Language is not a barrier; open access • Transparent communication with an open-door policy • Parent survey results are high in participation and engagement • Revise and implement a new family meeting structure to ensure all families are provided with the Open House and Curriculum Night information throughout the year. 		<p>Ernest Saxton III</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>1 of 2 (50%)</p>		
<p>7/25/24</p>	<p>Tier 3 progress meetings will be held with parents/guardians for all students on a tier 3 intervention plan. They will be led by the principal and all support staff will contribute to the overall support of the student to ensure we are meeting the needs of the student and family. (All goals, FAM-S 3) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 1 and 4)</p>	<p>Complete 06/06/2025</p>	<p>Ernest Saxton III</p>	<p>06/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/23/25</p>	<p>The Instructional Leadership Team and Staff will use parentsquare, phone, and email to communicate the academic progress of students and how parents can support their students at home to help improve learning outcomes. (All goals, FAM-S 3) (Aligns to CMS Goals 1 and 2 and CMS Guardrails 1 and 4)</p>		<p>Ernest Saxton III</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				