

2021-2022 State of the School Report

HIGHLAND CREEK ELEMENTARY



Principal Name

Ernest Saxton, III

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

| Reading | | All | Black | Hispanic | White | English Learners | Students w/ Disabilities |
|---------|-----|------|-------|----------|-------|------------------|--------------------------|
| Grade 3 | GLP | 60.8 | 34.8 | 45.5 | 85.7 | | |
| | CCR | 48.6 | 30.4 | 27.3 | 67.9 | | |
| Grade 4 | GLP | 44.7 | 28.6 | | 64.0 | | |
| | CCR | 27.6 | 17.1 | | 48.0 | | |
| Grade 5 | GLP | 52.3 | 25.0 | 75.0 | 76.0 | | <5 |
| | CCR | 44.2 | 20.0 | 50.0 | 68.0 | | <5 |
| School | GLP | 52.5 | 28.6 | 64.3 | 75.6 | | 9.7 |
| | CCR | 40.3 | 21.4 | 35.7 | 61.5 | | 6.5 |

| Math | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|------|--|-----|-------|----------|-------|------------------|----------------------------|
|------|--|-----|-------|----------|-------|------------------|----------------------------|

| | | | | | | | |
|---------|-----|------|------|------|------|--|------|
| Grade 3 | GLP | 50.0 | 31.8 | 30.0 | 71.4 | | |
| | CCR | 27.8 | 13.6 | 20.0 | 42.9 | | |
| Grade 4 | GLP | 40.8 | 20.0 | | 72.0 | | |
| | CCR | 26.3 | 11.4 | | 48.0 | | |
| Grade 5 | GLP | 47.7 | 25.0 | 58.3 | 68.0 | | 6.7 |
| | CCR | 31.4 | 15.0 | 33.3 | 52.0 | | <5 |
| School | GLP | 46.2 | 24.7 | 48.1 | 70.5 | | 16.1 |
| | CCR | 28.6 | 13.4 | 29.6 | 47.4 | | <5 |

| Science | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|---------|-----|------|-------|----------|-------|------------------|----------------------------|
| Grade 5 | GLP | 53.5 | 27.5 | 83.3 | 72.0 | | <5 |
| | CCR | 44.2 | 17.5 | 66.7 | 68.0 | | <5 |

| | |
|------------------------------|------|
| EOG School Composite 2020-21 | 50.0 |
| School Letter Grade* | B |

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By 2022, Increase the composite percentage of all students proficient and above in Reading by 10 percentage points, from 52.5 percent to 62.5 percent, as determined by North Carolina Department of Instruction and measured by End of Grade Assessments. (A2.04)(A4.01)(A4.06)(B3.03)(E1.06)

By 2022, Increase the percent of all students with disabilities proficient in Reading by 10 percentage points, from 9.7 percent to 20.0 percent, as determined by

North Carolina Department of Instruction and measured by End of Grade Assessment. (A2.04)(A4.01)(A4.06)(B3.03)(E1.06)

By 2022, Increase the composite percentage of all students proficient and above in Math by 10 percentage points, from 46.2 percent to 56.2 percent, as determined by North Carolina Department of Instruction and measured by End of Grade Assessments. (A2.04)(A4.01)(A4.06)(B3.03)(E1.06)

By 2022, we will meet expected growth, as determined by EVAAS (Educator Value-Added Assessment System) (A2.04)(4.01)(B3.03)

III. CHIEF CHALLENGES

- At Highland Creek Elementary, teacher retention rates, as well as years of experience, tend to be historically in the top five percent district wide. However, this current school year has presented our staff with numerous challenges (most health related) affecting daily staff attendance across six grade levels.
- In previous years, Highland Creek Elementary averaged one to three teacher absences per week. Currently, the average teacher absence is six to eight absences per week.
- Moreover, a necessary shift in curriculum and curriculum resources was to ensure each student has access to high quality instructional materials. However, the fidelity of implementation continues to be a challenge as each teachers' time is circumvented by pandemic related mitigations.
- A need to identify and fill loss of learning gaps is essential. Introducing a platform like Mastery Connect (MC) to support MTSS (Multi-Tiered Support System) is critical for learning loss identification. However, the amount of time needed to ensure adult learning is sufficient for appropriate utilization of MC and effective facilitation of the MTSS process, continues to be a challenge.

IV. PLANS FOR THE YEAR: SIP ACTIONS

At Highland Creek Elementary, we have employed best practices and collaborative strategies to address the three pressing challenges we face toward accomplishing our set goals. In regards to staff attendance and wellness, building leaders prioritize staff support with hopes of reducing the negative emotions of burn out, anxiety, low morale, etc. Revised staff handbook policies relaxed the teacher dress code for increased comfort. Improved absence reporting procedures allows for prioritizing classroom coverage in the case of an absent teacher without a substitute. In addition, the school health committee is addressing wellness through school funding by arranging for a health & wellness expert onsite monthly to provide live wellness seminars and perform health related services. Consequently, curriculum implementation strategies include weekly teacher PLC (Professional Learning Community) instructional planning meetings. It includes (but not limited to) referencing instructional expectations, the CMS curriculum playbook, pacing guides and sequenced scopes to identify

what students must know and be able to demonstrate. Concurrently, teachers participate in bi-weekly MTSS/Data meetings in order to identify learning gaps, analyze student performance data, and utilize the CMS Standard Treatment Protocol to prescribe supplemental and intensive interventions for students that addresses academic, behavioral, and/or social/emotional needs.