

Comprehensive Progress Report

Mission:

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision:

To prepare and motivate students to achieve their full potential in order to make productive contributions in their global community.

Goals:

By June 2022, Harris Creek Elementary will improve proficiency in reading, math, and science by 4%, meet or exceed EVAAS growth with a 0 or higher and reduce the student subgroups achievement gap by 3%, as measured by NC EOG, WCPSS local assessments.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are in our 4th year of PBIS at Harris Creek. Matrices have been created and posted throughout the school. PBIS Team meets monthly to review ongoing needs for the school. Lesson plans have been created for all areas of the school. The TFI has been completed and we qualified for Green Ribbon Status in 2016 & 2017. We have new teacher orientation for staff new to our school and have a refresh session for all staff. All staff members teach and reinforce school wide procedures for behavioral expectations. The behavior matrix has been introduced to the staff as a support system for behavior intervention. The staff have been trained on using the PTR process for identifying behavioral needs and supports for students. We have an Equity Team in place at our school. We hold quarterly Pep Rallies for our students to reinforce SOAR expectations. We celebrate positive office referrals weekly on the morning news. We have Principal Celebrations where the selected students based on Character Education Traits eat lunch with the administrators in the cafeteria. Classroom Eagle levels are announced weekly on the morning news and displayed in the hallway.	Limited Development 05/17/2018		
<i>How it will look when fully met:</i>		When fully implemented, students will be engaged in all learning activities and able to verbalize and model SOAR expectations. Teacher reinforcement of SOAR expectations will be visible. As a result of this being implemented, student achievement will be increased, student attendance will increase, and major and minor referrals will decrease. We will continue to be a Green Ribbon School, or better. Staff will know and respond to cultural diversity by adjusting their classroom management practices for their specific students.		Jolene Dolan	06/30/2022
<i>Actions</i>			0 of 4 (0%)		
	6/19/18	The PBIS Committee will analyze and share student behavior data quarterly to monitor implementation of schoolwide procedures and behavior expectations.		Jolene Dolan	06/30/2022
<i>Notes:</i>					

8/6/19	A Student Equity Committee will be established and meet monthly in order to have ongoing communication with the students on ways to continue to strengthen our equitable practices as a school.		Gwen McLean	06/30/2022
<i>Notes:</i> The Student Equity Ambassadors have been established and are currently promoting their team to other students in the building.				
11/30/20	All staff new to Harris Creek will receive training on our PBIS structure within their first 30 days of employment.		Jolene Dolan	06/30/2022
<i>Notes:</i>				
11/30/20	A coaching system will be created and put in place to work with staff members needing support in effective student management.		Jolene Dolan	06/30/2022
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Grade levels are meeting in weekly PLTs to plan common formative assessments, discuss standards, and plan lessons for the units. Funds are made available for 1/2 day planning quarterly for all grade levels. Grade levels create 2 year long SMART Goals, for Math and Literacy. They create quarterly objectives to support the year long goal. These quarterly objectives are reviewed during grade level quarterly review meetings.	Limited Development 05/17/2018		
<i>How it will look when fully met:</i>		When fully implemented all students will be engaged in active learning. All grade levels will unpack their standards and develop units that are tightly aligned in order to have consistency across grade levels. As a part of the units, grade will create pre and post assessments that will help to determine mastery of each standard. Achievement gaps will be eliminated and test scores and student achievement will be increased. There will be culturally relevant lessons and activities being taught in the classrooms.		Emily Waters	06/30/2022
Actions			0 of 4 (0%)		
8/6/19	Second through Fifth grade will continue to unpack EL prior to teaching the modules to discuss potential adjustments based on last year's experiences and to ensure teachers new to the grade level are prepared for instruction.			Emily Waters	06/30/2022
<i>Notes:</i> All grade levels are unpacking EL and making adjustments based on last year's experiences.					
8/6/19	The Instructional Practices Committee will continue to reinforce the use of the 8 Effective Mathematics Teaching Practices in daily lessons.			Emily Waters	06/30/2022
<i>Notes:</i>					
8/22/19	The Instructional Practices committee will determine student achievement gaps present at our school and create a plan to close the achievement gap.			Emily Waters	06/30/2022
<i>Notes:</i>					
12/2/20	All grade level PLTs will unpack standards and design their units of instruction to align with district pacing.			Emily Waters	06/30/2022

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		We have an Intervention Matrix but it is not fully implemented, nor strongly referred to throughout the school. We have dedicated PLT time. Some teachers have Tier 2 and/or Tier 3 plans for some students. We have Tier 3 meetings. Special Education teachers push into classrooms to support literacy instruction for grades 2nd through 5th. We are getting better at completing digging deeper assessments to triangulate data to ensure students are receiving targeted instruction in their area of need to close the gap.	Limited Development 05/17/2018		
<i>How it will look when fully met:</i>		When fully implemented schedules will provide adequate time for professional development and coaching support to build capacity around the intervention infrastructure including processes, procedures, documentation, TIPS problem solving, and data-based problem solving. At least 80% of our students will be proficient in Tier 1 through instruction aligned to standards and skills. As student progress is monitored and data is collected, instruction will be intensified and tailored to support students with additional needs in Tier 2 & 3 resulting in less special education referrals.		Emily Waters	06/30/2022
Actions			0 of 5 (0%)		
	8/3/18	A student watch list will be created by the Intervention Facilitator and monitored by PLTs to document student progress and facilitate kid talk.		Dawn Zuccarini	06/30/2022

Notes: Student watch lists were created for each grade level and monitored throughout the 2018-2019, 2019-2020 school year. Lists were created for the 2020-2021 school year and will be monitored for the rest of the year.

8/3/18 PLTs will utilize the kid talk documents during their meetings, as outlined on the Intervention Matrix, to identify students who need interventions, develop the interventions, and monitor student progress.

Dawn Zuccarini

06/30/2022

Notes: Documents and notes will provide evidence.

8/3/18 All teachers will utilize collaborative planning time weekly to align Core instruction with student needs as evidence by their PLT notes.

Emily Waters

06/30/2022

Notes: All grade levels are using their time to plan and align their Core instruction weekly.

8/3/18 All teachers will progress monitor students with fidelity receiving interventions as the Intervention Matrix indicates.

Dawn Zuccarini

06/30/2022

Notes:

8/6/19 PLTs will utilize their classroom data to make data-based decisions on instruction.

Emily Waters

06/30/2022

Notes: All grade levels are using their data to drive their instruction during their plts.

	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
Initial Assessment:			School Counselors implement 3 Social Emotional Lessons for all students in Grades 3-5. Some teachers have behavior plans for individual students in the classrooms. Student services present the Staff Awareness of Childhood Trauma Indicators annually to staff. We have an Intervention Matrix for Behavior. We had a presenter come in from Hope Services to present on Trauma Informed Classrooms. Our School Counselors provide small groups to support student needs. All staff completed Trauma-Informed Classrooms Training from Starr Commonwealth. We have at least 3 staff members trained as Circle Keepers. We've implemented circles in specific classrooms needing additional support.	Limited Development 05/17/2018		
How it will look when fully met:			When fully implemented, all staff members will have positive relationships with students, staff, and families. We will have decreased major and minor behavioral referrals and students will know how to make better decisions and have control of their emotions. There will be high student engagement in the classroom which will lead to student achievement. Staff will know and respond to cultural diversity and student emotional states by adjusting their classroom management, expectations, and instructional practices.		Gwen McLean	06/30/2022
Actions				0 of 8 (0%)		
	8/2/18	Staff will implement behavior interventions through the Standard Treatment Protocol as well as using the behavior intervention matrix.			Gwen McLean	06/30/2022
<i>Notes:</i>			Staff have been trained on the process of the PTR and how to utilize the behavior resource binders.			
	8/2/18	Staff will participate in Restorative Practices Circle Processes. Staff will be encouraged to be trained in the process in order to utilize it in their classroom.			Gwen McLean	06/30/2022
<i>Notes:</i>			Members from Campbell Law School came in the Spring of 2019 and all staff participated in a Restorative Circle. School Counselor continues to support individual teachers with implementing restorative circles in their classrooms. The principal and two school counselors have been trained.			
	11/14/18	Our student services members will provide Social Emotional Workshops for parents to provide resources and skills to support their children's social emotional needs.			Gwen McLean	06/30/2022

Notes: 2018- Workshops were planned for 3 different times. No parents attended. 2019/2020- Workshops are being scheduled for the Spring. Student Services is creating a webinar for parents that cannot attend.

11/30/20 All teachers will hold a 20 minute morning meeting daily and include social emotional learning activities at least twice per week during their morning meeting time.

Gwen McLean

06/30/2022

Notes:

11/30/20 A bank of SEL lessons will be created and shared with the staff to use during their morning meetings.

Emily Waters

06/30/2022

Notes:

11/30/20 SEL Student Surveys will be created and administered to students twice per year to determine student SEL needs and school progress with SEL learning.

Gwen McLean

06/30/2022

Notes:

12/2/20 Counselors will train Staff on SEL Core Competencies.

Gwen McLean

06/30/2022

Notes:

12/2/20 Counselors will teach staff self-regulating language modeled after Zones.

Gwen McLean

06/30/2022

Notes:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

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
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<p>Initial Assessment:</p>	<p>Prior to Covid closure, we communicated with families using multiple platforms including Class Dojo or Remind, School Messenger, parent-teacher conferences, 4 evening family events (Family Heritage Night, Eagle Fun Fest, Family Game Night, Science/STEM Night), weekly and bi-weekly classroom newsletters, emails, phone calls, administrators monthly Coffee Talks, and Parent Academic Team Nights three times a year. For 20-21 school year, teachers called all parents prior to the first day of school to introduce themselves and explain how students will log on to their Google Classrooms and meets daily. We held two Virtual Open Houses for parents to log on to hear about the teacher expectations, classroom information, etc. We held virtual Kindergarten Orientation and New Student Orientation. We created a video for a Virtual School Tour. Staff members are strategically placed throughout the building to greet students and during arrival and dismissal. We collaborate with the WCPSS Parent Academy to host 3 parent sessions for Spanish speaking families at our school on how to support their students' academic and social emotional success. Based on our 2019 Panorama Survey Data, 44% of parents reported they felt confident in their ability to connect with other parents (up from 41%). Additionally, based on this data 12% of parents responded that they had a medium to very large problem with feeling a sense of belonging in our school community (up from 30%). Data from our 2019 Panorama Survey indicated that 73% of parents responded favorably to how often they help their child understand the content being learned at school. (down from 79%). During the 2020/2021 school year we have passed out supplies to all students for first quarter and second quarter by having supply pickups and delivering supplies to students houses.</p>	<p>Limited Development 05/17/2018</p>		
<p>How it will look when fully met:</p>	<p>Full Implementation of this indicator will include a variety of communication and relationship building methods with families including Class Dojo, Remind, emails, school conferences, Parent Academic Team Nights, Family Heritage Night, and other engaging opportunities that will be attended by a majority of our school community. Student services members will offer ongoing Social Emotional workshops and support for families. At minimum, every teacher will have at least one face to face contact with parent/guardian for every student. Our goal is for every teacher to have ongoing face to face contact with families for every student throughout the year. In an effort to disrupt inequities to increase face to face communication with</p>		<p>Dawn Zuccarini</p>	<p>06/30/2022</p>

all subgroups, our Family Engagement Committee will continuously survey families, analyze attendance at events, and continue to make strides to keep families engaged in the school community. Coffee Talks will be highly attended and will provide networking between the school community in a non-judgmental environment. All stakeholders will build capacity through open dialogue for trusting and respectful partnerships within our school community.

Our family partnerships will be evident during various events, including opportunities for families to showcase their racial and cultural identity, in an effort to develop more authentic relationships. Attendance at these events will continue to increase with ongoing feedback and reflection on disrupting inequities. The Family Engagement Committee will continue to support staff to hold productive Parent Academic Nights that align with the Dual Capacity Framework in order to connect families to district and school goals for student learning. Professional Learning Teams will continue to strengthen families' existing knowledge and skill while linking the night to desired learning goals specific to their children based on student performance data. Families actively participant in reviewing student data, learning strategies to build their capacity to support their students academics, and create goals for home support. Families will work with one another to practice the academic skills while collaborating and building relationships with other families. Equity will continuously be considered as the evenings are planned. All materials will be provided to the families to practice the skill(s) at home. To mitigate barriers for attendance we will continue to collaborate with Raleigh Parks and Rec to provide free child care and the Wake County Office of Translation and Interpretation Services to have interpreters on site to help parents communicate. We will continue our partnership with Lowes Food and other community resources to gain financial support to provide families with dinner. The family partnerships will build a tight school community and will be evidence in increased student growth.

Inequities will continue to be disrupted through our continued focus on culturally relevant practices. We will continue to work with the Parent Academy Team to provide sessions at our school for our non-English speaking families to equip them with the tools necessary to positively contribute to and advocate for their child's academic success. In an effort to further disrupt inequities we will continue to seek out and provide basic needs to underprivileged families -such as Backpack Buddies. Other resources would include transportation, home visits, child care through Raleigh Parks and Recreation and food during Parent Academic Nights. All inequities will be addressed by taking into account

each families individual needs.

Actions		0 of 6 (0%)		
8/3/18	All classroom teachers will communicate curricular expectations in the beginning of the year during Open House, and continue to have two-way communication with families using conferences, phone calls, Apps such as Class DoJo and Remind, Digital Portfolios, emails, and web pages.		Family Engagement Committee	06/30/2022
<i>Notes:</i> All classroom teachers are communicating with their parents.				
8/3/18	All classroom teachers will receive professional development around the implementation and ongoing management of digital portfolios to showcase student work and progress for all students.		Digital Portfolio Team- Teel, Lassiter, Cahoon, Br	06/30/2022
<i>Notes:</i> The Digital Portfolio Team trained the staff on digital portfolios. A refresher session will be scheduled.				
1/8/19	The Family Engagement Committee will plan a Family Heritage Event to highlight and celebrate family traditions and showcase the diversity of the school community, with increased attendance of participating families from the previous year.		Family Engagement Committee	06/30/2022
<i>Notes:</i> The Family Heritage Night is scheduled for February 13.				
1/8/19	The Family Engagement Committee will review the Panorama Parent survey to determine current levels of engagement and establish a plan to increase engagement of underrepresented families/groups.		Dawn Zuccarini	06/30/2022
<i>Notes:</i> The Family Engagement Committee reviewed the Panorama Parent survey and focused on communication.				
1/8/19	Administration will hold monthly "Coffee Talks" with parents to build trusting relationships between administration and parents, provide an opportunity for face to face dialogue, and to build cognition on diverse viewpoints.		Tracie Sanchez	06/30/2022
<i>Notes:</i> Administration has held monthly "Coffee Talks". Attendance is very low.				
8/19/19	The Family Engagement Committee will complete the book study on Powerful Partnerships and share their learning with the rest of the staff to create grade level plans to build relationships with parents which will increase parent attendance at Parent Partnership meetings.		Dawn Zuccarini	06/30/2022
<i>Notes:</i> The Family Engagement Committee completed the book study.				