Forsyth County Schools

A safe, connected, and thriving community for all

Haw Creek Elementary School

2023-2024

School Improvement Plan

Principal: Ashley Johnessee

School Mission/Vision Statement(s):

Haw Creek is currently building a mission/vision statement that reflects our school.

School Belief Statements:

While Haw Creek is building our belief statements, we continue to operate out of our core values: Joy. Growth. Team. Empower. Connect.

Haw Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Maintain a safe and supportive learning environment.

Performance Measures:

- 23-24 Communication Feedback Survey Results
- PBIS Implementation Year 2: Behavior Incident Tracking

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Utilize The Husky Hub, a Canvas housed digital Staff Handbook for clarity in expectations • Monitor and Expand "Pause for PAWS" for schoolwide expectations/Monthly PBIS Agendas • Develop classroom PBIS Matrices throughout the year for implementation 24-25 • Develop & implement professional learning for effective classroom management.	• *Shifting from using Behavior Incident tracking to looking at the Tiered Fidelity Inventory tool to measure consistency of expectations over behavior incident impact in year 2*

Performance Measures: Year-End Results

2022-2023 (Baseline):

- 22-23 Survey Results - Communication Feedback Baseline Data(compare 22-23 and 23-24 data)
- PBIS Implementation Year 1: Behavior Incident Tracking (Baseline)*

2023-2024:

- 23-24 Communication Feedback Survey Results
- PBIS Implementation Year 2: Behavior Incident Tracking *
  - REVISED: PBIS Implementation Year 1 vs. PBIS Implementation Year 2: Tiered Fidelity Inventory Progress Tracking (as this is more reflective of our procedural gains which must come prior to overall school impact)

Reflection on Results:

Haw Creek continued our work implementing the PBIS process this year as we strive to foster a safe and supportive school environment for all learners. We are proud to see that our Tiered Fidelity Inventory scores, an assessment of our school's consistency and growth in our PBIS practices, showed that we improved from 16 to 20 points this year by providing reteaching of expectations after breaks and providing direct instruction to support recess behaviors and independent problem solving. The PBIS Team provided professional development during faculty meetings and training times to support classroom behavior management and provide resources to improve student self-regulation strategies. The team began the individual classroom matrix development with pilot classrooms this spring and we are launching classroom matrices at the beginning of the 2024-2025 school year. These efforts to fully implement PBIS are just one way we continue our commitment to a safe campus where students feel supported and connected at Haw Creek.

In effort to foster ongoing connection with families, Haw Creek evaluated our EOY Communication survey data from May 2023 and compared that to May 2024 to find additional opportunities to share our building practices, celebrations, and news with our families. We were excited to see a 200% increase in responses as more than 100 families took the time to share their insight on how Haw Creek is connecting with families and ideas on how we can improve our practices - both at the classroom and building levels. Overall, families reported that they receive most information from classroom newsletters (consistently the top reported area) and through our school newsletter (also consistently the second most popular method) with our school Facebook page as our third most utilized communication method. Parent feedback continues to show that classroom and school communication are timely and meet their needs, though specific individual comments provide individual celebrations for teachers and ideas to improve our impact.

This year we were excited to see a dramatic increase in parents seeking opportunities to connect directly with the school as requests for individual connections went from 2 to 16! Haw Creek also asked families for insight on how we can support them as they navigate the education process and responses consistently show that after school sessions (72%) offering information on Curriculum & Instruction (68%), Developing Leadership in Students (63%), and addressing Challenges Parents Face (60%) would all be of interest to our community in the year ahead.

Haw Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Core Value Focus: CONNECT - with all stakeholders, students, staff, and community partners

Performance Measures:

- Leader in Me -MRA Survey (Pre/Post Data)
- Family/Community Events to serve dual purposes of academic and social connections (per family survey Spring 2023)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Spirit Wear Fridays to foster #huskypride in all students • Core value focus: CONNECT - through weekly classroom communication, continuing Husky Herald newsletter and podcast, and inviting vertical team students to connect on our campus • Leverage consistent teacher communication to improve stakeholder educational experience • PBIS Celebrations - Husky of the Month, Pause for PAWS tickets, Golden Spatula, and Golden Dust Pan awards monthly • Peer Leadership Groups - to support action teams throughout the building including safety patrols, lunchroom leaders, recess recruits, Power Hour Partners	• *PBIS Team will also use post- break booster lessons to reinforce PBIS expectations for students.* • *Grade levels will create monthly areas of focus aligned to PBIS practices to provide individualized support to students demonstrating PBIS expectations.* • *Addition of School Buddies program for gen ed students to connect with specialized instruction students.*

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

- Establish baseline through community survey 22-23

2023-2024:

- Readminister Community Survey
- MRA Pre/Post Survey Data
- Post-Connect Event Feedback Surveys (QR Codes)

Reflection on Results:

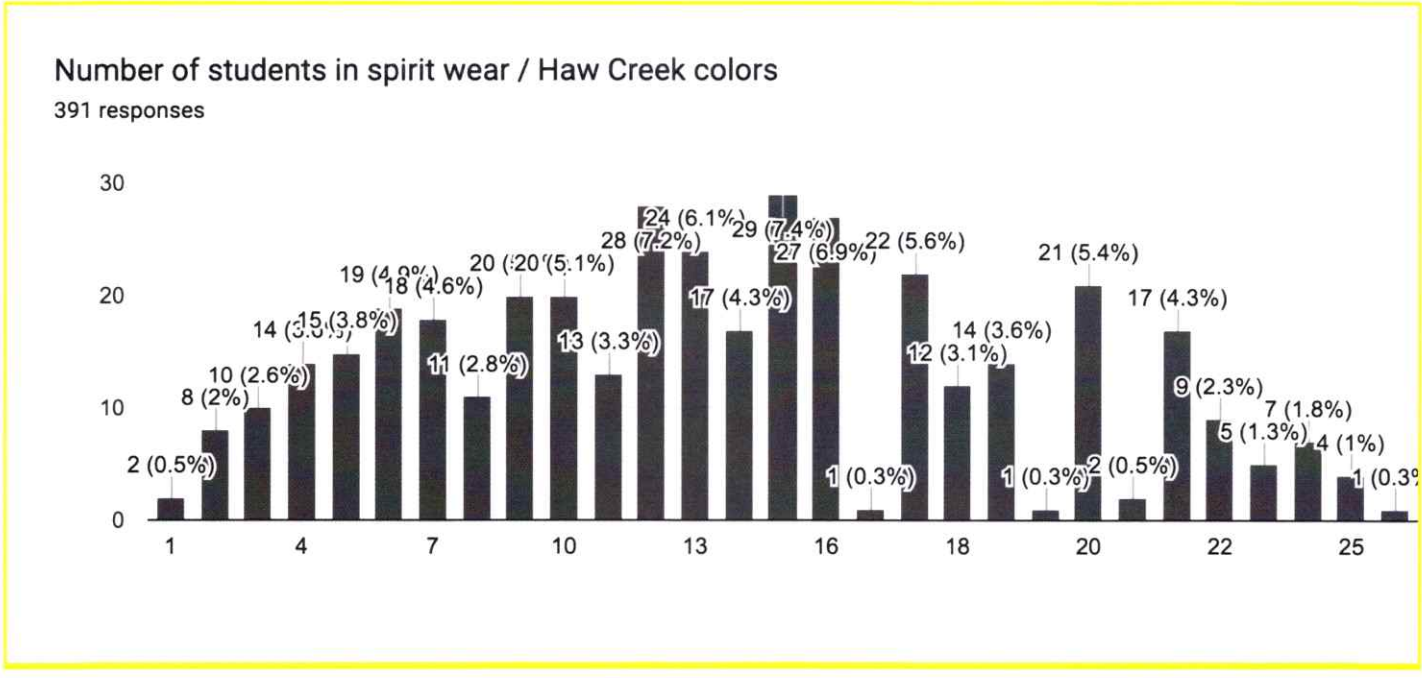
Haw Creek also implemented the Measurable Results Assessment as a part of our adoption of the Leader in Me program - an opportunity created by a state-funded grant designed to increase student leadership in schools. We were excited to see our scores increase in the following areas throughout our first year:

- 77% (Fall '23) to 80% (Spring '24): Personal Development - students take responsibility for their actions and emotions and prioritize things that are most important to their future.
- 76% (Fall '23) to 80% (Spring '24): Interpersonal Development - students build positive relationships through understanding, communicating, and valuing the differences they see in others.
- 74% (Fall '23) to 77% (Spring '24): Personal Effectiveness - staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most.
- 82% (Fall '23) to 84% (Spring '24): School & Family Partnerships - Teachers feel like most students' families/caregivers engage as partners in their child's learning.
- 73% (Fall '23) to 77% (Spring '24): Family Engagement - Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

Many of these areas are reflective of our PBIS expectations and initiatives and reflect the intentional goal of connecting with families through communication practices.

Extending our focus for Curriculum Events that came from our 2022-2023 Communication Survey sharing that 73% of responding families wanted Family Events and 80% of those respondents wanted information on Curriculum and Instruction, Haw Creek shifted our practice of a traditional Curriculum Night to a three-part curriculum series. Our August Math Night reflected a more than 300% increase in attendance as families partnered with student volunteers to engage in math activities designed to provide insight into how our new math standards would be implemented in the year ahead. While only 75 families responded, we observed packed curriculum sessions offered by Dr. Brian Lack as he explained our new math standards and curriculum, full hallways with student volunteers, and ran out of our "take home" math game party favors! Feedback showed that families enjoyed the event, but they still wanted more time with their individual children's teachers. Using that same event idea, we fostered a literacy event in November expanding literacy from just reading books to include musical literacy and showcase our students performing with our chorus. Only 7 families were able to provide feedback in our survey, but their insight was that the night was a great opportunity to learn more about our literacy initiatives in the district and at Haw Creek. Actual attendance was harder to estimate at this event and we later learned that there were several sports events that had families struggling to juggle participation. This spring we hosted a combined family night with our PTO and our Special Areas Showcase. Students had a chance to share activities that they worked on in all of our special areas classes, including a tremendous art show with individual clay sculptures on display. Feedback from families was that this was the right balance of student activity showcase and family event, but there were additional attendance struggles due to spring sports commitments. Overall, our school was excited to share the curriculum series and is looking at how we can continue to foster the right balance of student, academic, and family connection for our community.

Our student leadership opportunities and student celebrations were a highlight of our work in fostering connection and school pride this year. Classroom spirit events through our #huskypride Fridays were well-received by families and students as they felt the sense of community and belonging with students in their classes and across the campus as demonstrated through weekly survey data showing the number of student participants. Not only did we track the number of students in spirit wear (inclusive of school colors or PTO spirit wear), but also the percentage of students in spirit wear by classroom. Monthly winners were selected by PTO to receive an "extra" recess game party where their class earned a new board game. Overall, we felt this was a successful way to connect our students with school pride and support community connections with our PTO.



Haw Creek also used communication data from our survey to learn more about stakeholder perceptions of school-based and classroom-based communication. Trend data showed that families continue to find our building level and classroom level communication helpful and timely as demonstrated by the graph below:

School Based Communication	2022-2023	2023-2024	Classroom Based Communication	2022-2023	2023-2024
5 - Clear	66	60	***5 - Clear***	66	63.8
4	19.1	29.5	***4***	19.1	20
3	6.4	6.7	***3***	4.6	10.5
2	4.3	2.9	***2***	6.4	2.9
1 - Unclear	4.3	1	***1- Unclear***	4.3	2.9
5 - Timely/Helpful	59.6	56.7	***5 - Reliable***	59.6	63.8
4	27.7	29.8	***4***	14.9	22.9
3	4.3	9.6	***3***	12.8	9.5
2	4.3	1.9	***2***	8.5	2.9
1 - Late/Not Helpful	4.3	1.9	***1 - Rare***	4.3	1

Finally, student leadership also continued to grow this year with the expansion of our Haw Creek Pack Leaders to include their role in our morning car line as safety patrols, opportunities for 4th and 5th grade students to engage with our specialized instruction students through our Peer Buddies program and our Kindergarten Helpers, and students serving as tour guides and ambassadors for our first Heritage Night and our Mashburn Family Open House night (to support families impacted by redistricting). Our students continue to shine brightly in our building and community and we look forward to leveraging their student voice to create more opportunities for self-advocacy and leadership next year.

Haw Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Collaborative Team Planning to support full implementation of UFLI and Eureka Math

Performance Measures:

- 100% implementation of UFLI to fidelity (K-3)
- 100% implementation of Heggerty to fidelity (K-2)
- 100% implementation of K-5 Eureka Math and new math standards to fidelity

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Collaborative Teams will continue to meet weekly with Coaches who will personalize TRAIN time (PD) sessions reflecting team goals and needs • Collaborative Teams will utilize customized planning agendas aligned to the instructional framework to improve the learner experience for all students	• *Specific teams also met with district content leaders to work on individual goals for additional collaboration and support*

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

2022-2023 Improve performance from 95.3% (21-22) to 98.159% (22-23) as measured by Content Mastery in CCRPI Score **(ACTUAL 96.3%)**

2023-2024:

Use the UFLI and Eureka Math "look for" documents to support classroom walkthroughs

Collaborative Team Planning agendas to support implementation of Eureka Math, UFLI, and Heggerty

Reflection on Results:

Overall, last year's achievement goal was to identify if we could improve Content Mastery from 2022's CCRPI Content Mastery of 95.3 to demonstrate a 3% level of growth, targeting 95.44% for 2023. We feel that our actual 2023 CCRPI Content Mastery score of 96.3% reflects our intentional focus to identify student academic progress and provide time for interventions for all students in ELA and Math through Learning Labs.

This year, HCES wanted to specifically evaluate our achievement in fidelity of instruction for UFLI, Heggerty, and Eureka Math to ensure that we provided ample collaborative planning support, coaching, and resources to improve alignment to these new programs. Using the documents provided by the district, our Instructional Coach input our fidelity checks to provide insight into how we might align professional development, coaching cycles, and collaborative team support to improve our staff alignment to the delivery of standards within the program supports provided. Data reflected that 100% of our classroom teachers implemented Eureka for math this year. We were also encouraged to see 100% of our K-2 teachers using UFLI and Heggerty throughout the year. Feedback on the success of our K-2 teachers using Heggerty and UFLI led to coaching conversations, including collaboration with district content specialists, to provide Tier II interventions using UFLI and Heggerty for students in upper grades during the year as well.

Throughout the year, our Instructional Coach and Educational Technology Coach collaborated with our administrative team to share feedback, insight, and ideas on further supporting teachers on the implementation of programs to support student achievement. Overall, we continue to address the needs of our students by supporting our staff through professional development and individual coaching as we continue to track and improve student achievement.

Finally, Haw Creek implemented a standard Collaborative Team Planning agenda to further align content teams to the structures and lesson planning outlines as provided for fidelity of instruction in UFLI, Heggerty, and Eureka Math. Our teams used these documents to plan, forecast, and reflect on learning across the school. With the support of our

Instructional Coach and Educational Technology Coach, these documents allowed our administrative team to support teachers regarding practices and procedures as well as provide insight into team objectives and considerations.

Haw Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: Connecting individual student progress to customized interventions/extensions to support growth

Performance Measures:

- ~~Utilize Mastery Connect data for instructional decision making through the PLC process~~
- Supporting protocol usage for PLCs when analyzing Universal Screening data (Big 10/Big 20)
- Utilize "Getting to Know Your Pack" roster analysis to drive instructional decisions within the PLC process

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Collaborative Teams analyze student progress to drive instructional decisions (WIN Time) • Review Universal Screening data with school psychologist to determine instructional interventions and opportunities to support student growth • Use classroom roster analysis to continue to track progress and design interventions/extensions for support of all students	• Continued roster analysis through Collaborative Teams and Kid Talk data discussions to modify any interventions or extensions based on new data

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

- Improve performance from 87.3% in 21-22 to 89.19% - as measured by Progress in CCRPI **(Actual: 90%)**

2023-2024:

- Increase score from 87.3% (baseline 21-22) as measured by Progress in CCRPI (**ACTUAL 90%**)

Reflection on Results:

Collaborative teams began the year with a "Getting to Know Your Pack" activity during pre-planning where teachers intentionally identified individual student needs based on services provided, previous year's achievement data, attendance, and even a note about a student from the previous teacher about how they rose as a "starfish" making gains and a difference in their class. While Kindergarten did not have the same insight, they did use their K screening data to help make instructional plans for their incoming students. This data dive occurred prior to phone calls home welcoming students to their new homerooms and allowed teachers a place to capture any insight they learned in speaking with families.

Once teachers had an overview of their pack, we used a protocol with coaches to start creating a tool kit for the year ahead. For example, teachers asked questions like "what support team member will I most likely need to work with (insert specific student population)?" or "how can I work with our coaches on instructional strategies to meet (insert identified need for class)?" in an effort to build a menu of options that they could use within their classrooms and to support the growth of their collaborative team toolkits.

We continued to add details to these individual data rosters with universal screening data, new insight on academic strengths and areas of support, and even behavioral/social emotional resources as needed. These ongoing touchpoints were valuable during our "kid talk" conversations where we discussed individual student progress with our support team to best determine individual interventions or extensions and strategies for implementation during our WIN time.

Overall, the goal for this practice was to focus on individual students from the teacher lens with intention and ongoing progress monitoring to synergize the impact of specific progress to contribute to the overall growth of students. When combined with TRAIN time sessions designed to increase access to and comfort with data available to teachers and

Power Hour collaborative planning on implementing instructional strategies aligned to addressing specific student progress data, we believe we will see progress data improve when CCRPI is released for 2024.