

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Erin Hahn

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harris Elementary School

(As it should appear in the official records)

School Mailing Address 3123 Claiborne Drive NW

(If address is P.O. Box, also include street address.)

City Duluth State GA Zip Code+4 (9 digits total) 30096-3721

County Gwinnett County

Telephone (770) 476-2241

Fax (770) 232-3258

Web site/URL <https://www.gcpsk12.org/HarrisES>

E-mail Erin.Hahn@gcpsk12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Calvin Watts

E-

mail Calvin.Watts@gcpsk12.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gwinnett County Public Schools

Tel. (678) 301-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Tarece Johnson-Morgan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 81 Elementary schools (includes K-8)
29 Middle/Junior high schools
24 High schools
8 K-12 schools
- 142 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	89
1	117
2	106
3	102
4	105
5	119
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	638

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 18.2 % Asian
 - 20 % Black or African American
 - 44.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 13.3 % White
 - 3.9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 22%

If the mobility rate is above 15%, please explain:

Many students reside in apartments and/or a Homeless Shelter. Also, many students enroll from other countries over the course of the school year.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	73
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	61
(3) Total of all transferred students [sum of rows (1) and (2)]	134
(4) Total number of students in the school as of October 1, 2021	614
(5) Total transferred students in row (3) divided by total students in row (4)	0.22
(6) Amount in row (5) multiplied by 100	22

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Tagalog, Japanese, Ukranian, Urdu, Arabic, Vietnamese, Korean, Chinese-Fuijian, Chinese - Mandarin, Creole, Pidgins, Chinese-Cantonese, Russian, Indonesian, Tamil, Czech, French, Pashto/Pushtu, Asia (other), Chinese (other)

English Language Learners (ELL) in the school: 45 %
287 Total number ELL

7. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 411

8. Students receiving special education services with an IEP: 23 %
Total number of students served 144

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>46</u> Autism	<u>60</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>14</u> Developmental Delay	<u>46</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 17

10. Number of years the principal has been in the position at this school: 7

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	30
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	49%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

The mission of Harris Elementary is to utilize research-based strategies and innovative tools to develop critical thinkers and effective decision makers. Vision: Harris Elementary will become a community of learners who are academically successful, socially responsible and productive members of society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.gcpsk12.org/Page/2168> (scroll to the bottom of the page)

<https://www.gcpsk12.org/Page/24942>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

B.B. Harris Elementary School is a suburban, neighborhood school with a history of community involvement and strong academic performance. The school's strength lies in its diversity and connections with the community. Relationships with students, staff, and families create a positive learning environment that encourages each and every student to reach his or her potential. We work to create a positive learning environment where students are safe. We are a PBIS (Positive Behavior Interventions and Supports) School and our schoolwide expectations are to be safe, be respectful, be responsible, and be pawsome. We begin each day by stating the expectations on the morning announcements and practice these expectations throughout the day. Students understand the expectations and earn points for following them. There is a focus on social emotional learning (SEL) for students. Classrooms have morning meetings and throughout the day there is evidence of warm welcomes, engaging activities, and optimistic closings.

In addition to building a positive school culture through PBIS rewards and SEL, we are focused on helping all students achieve academic success. The components that lead to student success are the use of instructional frameworks and high-quality teaching strategies, balanced literacy and numeracy approaches, small group instruction, and positive relationships with students and families. The instructional frameworks for math and language arts outline the instructional expectations in our building, and they build consistency across all classrooms so all students are taught a rigorous curriculum using research-based instructional strategies. Teachers use strategies like non-verbal representation, vocabulary instruction, collaboration, student goal-setting, questioning, building background knowledge, and summarizing across content areas. The frameworks center around a balanced literacy and balanced math approach to instruction. Instruction is delivered through a daily mini-lesson and a small group approach. Teachers plan collaboratively each week and follow the Plan-Do-Check-Act Cycle. This reduces variability across classrooms and ensures there is high quality instruction of the standards. There are frequent opportunities to review data from common formative and summative assessments. Data are used to make course corrections so students demonstrate mastery of the standards. Reteaching and enrichment opportunities are available as needed. We offer multiple interventions and special programs to support our learners such as the Early Intervention Program (EIP), Resource classes, and Gifted. We have "Wildcat Time" which allows for an additional intervention or enrichment block for all students in the building. Extended Learning Programs are offered after school and Saturday Intervention is offered on multiple Saturdays throughout both semesters. These additional learning opportunities help students show academic growth and result in strong academic performance for students.

Partnerships with the community are critical to our success. B.B. Harris Elementary School has an active Parent Teacher Association that brings family events to our school such as school dances, movie nights, and Bingo. The School Council meets four times a year with the principal and serves as an advisory group. Feedback is provided to the principal from parents and community members during quarterly Coffee Talks with the Principal. There are also partnerships with multiple churches in the area resulting in a Happy Sack program that supports more than 75 students with food insecurities a bag of food for the weekend. There is a Good News Club offered at the school that is led by members of a local church. We have partnered with various organizations in the community to support our Book Mobile. The donations from various sources allow us to provide new or gently used books to students throughout the year. Donations are also used to create classroom libraries for new teachers. We have a Little Lending Library at the front of the school. It is critical that students have access to books. The school hosts family events like an International Night and multiple parent workshops focused on helping parents support instruction at home. Involving parents and our community in students' education builds strong partnerships so we can support our students' academic and social development.

Leadership at the school partners with parents and staff to create a welcoming learning environment focused on high standards. The Instructional Leadership Team is composed of grade level and program area representatives. This team is responsible for shared leadership and shapes the instructional direction of the school. A shared leadership approach ensures teacher voice in making decisions for the good of students, staff and community. Leadership believes in holding students accountable for high academic performance and behavioral expectations in a kind and compassionate manner.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

For reading and language arts instruction at B.B. Harris Elementary, we use a variety of research-based practices to increase student achievement. The curriculum that is taught stems from our standards, the Academic Knowledge and Skills, or AKS. This is a set of standards that students are expected to know and be proficient in by the end of the grade level. To ensure this happens, we use a variety of instructional strategies and have curriculum that meets the needs of all learners.

Curriculum at B.B. Harris Elementary is derived from the research-based practices of Lucy Calkins and research from Science of Reading. We submerge students in literature, informational texts, writing and language skills. In kindergarten and grades first through fifth, teachers instruct students using components from Lucy Calkins Units of Study in writing. This is a regimented program that allows writers the autonomy to find their voice and construct a well written composition. Writers engage in a variety of genres in order to fine tune their craft and become familiar with a multitude of writing. In reading, curriculum stems from the research of Lucy Calkins and Fountas and Pinnell. Lessons are created with the diverse learner in mind and follow a balanced literacy approach..

Formative and summative assessments drive learning. Formative assessments are administered daily to gain information about each individual child. This may be in the form of checklists, anecdotal notes, or tickets out the door; short assessments allow the teacher to see what a student has learned and what standards need to be retaught. After a unit, a summative assessment is given to see mastery and students have the opportunity to reassess if proficiency was not reached.

The instructional approaches at B.B. Harris ES for reading and language arts instruction look differently by grade level. In Kindergarten and first through fifth grades, we use a balanced literacy approach. This approach includes many different components that meet the needs of diverse learners. Students participate in a model that consists of whole group instruction, small group instruction, collaborative learning, independent thinking, and a summarizing session. During whole group instruction, the teacher can model and think aloud strategies that the students can transfer to independent learning. Teaching points are constructed to show the reader how one might think about a book, article, or piece of writing. Students are then able to transfer the learning to independent texts and apply strategies to become critical and reflective thinkers when reading texts. Teachers also pull heterogeneous and homogenous groups during this time and work on targeted instruction for each scholar. A culmination of learning takes place at the end of the segment where students can summarize their thinking.

In first grade, we have moved to a Science of Reading based approach and use EL Education as the basis of learning. Students are assessed using Erhi's phases and placed in homogenous groups. Teachers target instruction through phonics and the use of mentor and decodable texts. Students are consistently engaged in collaborative conversations.

Overall, instruction is highly effective for our students because of our consistent and pervasive implementation of practices.

1b. Mathematics curriculum content, instruction, and assessment:

At B.B. Harris Elementary, we strive for excellence in math and our data serves as evidence that we are a high performing school in this area. We use a balanced approach to learning and our vision aligns with that of Gwinnett County Public Schools: To develop students into confident and competent mathematical problem solvers who have a deep conceptual understanding of numbers, can compute, think critically, and communicate their thoughts and mathematical reasoning effectively. Ultimately, we want to create critical thinkers who can problem solve and use numbers in a way that allows them to make an impact in society.

Our curriculum aligns with the county expectation for teaching math and increasing student achievement. We use McGraw-Hill products and teach in many different domains that create life-long learners. At B.B. Harris ES, we focus on specific domains and implement strategies to cater to the needs of diverse learners. Those domains include base ten, addition and subtraction, number sense, measurement, geometry, fractions, and decimals. We start in kindergarten by laying a foundation of number sense. As students progress through grade levels, we use a spiraling curriculum to allow students to use knowledge previously attained to problem solve and utilize critical thinking skills. These curriculum domains allow students to have a wide variety of knowledge in a multitude of math topics.

In terms of instruction, we use a balanced numeracy approach that allows for students to see the learning through modeling, practice and discussion pertaining to what is being learned. Ten percent of time is spent in an activating strategy where students are warming up their math thinking using number talks, word problems or calendar review. Thirty percent of time is spent in whole group instruction where the teacher presents a problem and models and uses think aloud strategies that students in turn practice during independent work time. Fifty percent of the learning time is spent in differentiated small group instruction. This could include working with a teacher on targeted instruction using data from formative or summative assessments or working in collaborative groups on a learning task. Both forms of instruction are used to enrich or scaffold understanding of a specific math task or strategy. Finally, students spend ten percent of time summarizing their learning for the day. This could include whole group conversation, tickets out the door or partnership thinking.

Assessment and data are what drive instruction, and at B.B. Harris, we use a variety of data to target specific needs. Daily, formative assessments are given. Teachers use checklists during whole group instruction. This is a time they can work one on one with students to ensure understanding. They use tickets out the door which provide a quick snapshot of knowledge retention for that day. Teachers also administer summative assessments at the end of the unit to show mastery of skills. Data allows teachers to form flexible, differentiated groups to meet all needs.

Overall, we use a variety of research-based practices to ensure success in math.

1c. Science curriculum content, instruction, and assessment:

In Gwinnett County Public Schools our mission in science is to provide “all students with daily safe and engaging learning experiences that cultivate curiosity, promote problem solving skills, and inspire innovation, resulting in graduates who can respond to opportunities and apply their learning within their local and global community.”

From kindergarten to fifth grade, the students receive instruction in life, earth, and physical sciences. Within these topics we focus on science and engineering practices. These engineering practices focus on obtaining and communicating information, analyzing and interpreting data, arguing based on evidence, asking questions, developing models, and planning and carrying out investigations.

Our science units build on each other throughout elementary school. For example, in fourth grade, the students learn about the roles of organisms and the flow of energy within an ecosystem. This builds on their knowledge taught in prior grades where the students learned how to identify living and nonliving objects (kindergarten), the different parts of a plant (first), the life cycle of a plant (second), and how pollution impacts our environment (third).

At B.B. Harris ES, our science block is an hour long. In this block, the students receive a mini lesson, where direct instruction is taught. After the mini lesson, the students engage in hands-on learning opportunities. These activities include planning and carrying out investigations to learn about light, sound, and the world around us. Through these tangible learning opportunities and labs, the students are able to think critically and apply engineering practices.

We also use formative and summative assessments throughout each science unit. We have four question

formative assessments that provide teachers with data on how to inform their instruction. Each question demonstrates a different level of mastery. Our summative assessments require that students think critically to analyze and interpret data and models.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

By the time a student graduates fifth grade, he or she will have received Social Studies instruction on a vast array of topics. Our youngest learners dive into Social Studies content with instruction on Our Nation and customs and traditions celebrated throughout the world. As students progress through elementary school, they receive instruction on a variety of skills, including personal finance, maps and globes, patriotism, American history, influential people, economics, and government. Our rigorous and exciting curriculum allows students to strengthen their understanding of the past and present world around them.

At B.B. Harris Elementary School, our goal is to develop students' skills for college, career, and civic life through high quality Social Studies instruction. Our teachers utilize various instructional strategies to address our rigorous learning standards. We begin each lesson with a student-focused activating strategy to formulate curiosity and excitement about the day's learning. This activity allows students an opportunity to collaborate with their peers and utilize their speaking and listening skills. Next, the teacher begins the mini lesson, where she/he provides brief direct instruction utilizing primary and secondary sources to teach various content. Following the mini lesson, students will begin their collaborative work time. It is during this time that students can think and question like a political scientist, economist, geographer, and/or historian. Students collaborate with one another and engage with a variety of primary and secondary sources, including content-specific artifacts. Finally, the lesson closes with a student-focused summarization, which allows students to synthesize new understandings, self-assess their learning, and apply new learning to identify civic issues and potential solutions. To ensure that our students are mastering the content, we utilize a variety of formative and summative assessments, including observation of hands-on learning, student-driven projects, informal quick checks, and technology enhanced unit tests.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Fine Arts Department is a place where creative expression takes place in a safe and welcoming atmosphere. It is important that all our students take pride and believe in their own abilities. Every student at our school attends art and music classes during the specials' rotation. Our visual arts class introduces a wide variety of 2-D media such as water-based paint and oil pastel as well as 3-D media, such as clay and cardboard for creating sculpture. Music classes include exposure to a variety of musical instruments and musical genres, as well as musicians and music from different cultures to represent our school population. Students also explore composing their own music with the integration of technology in the music class.

We celebrate the artwork and musical expression of our students with exhibits and performances both within and outside of the school as well as online. Student artwork is displayed in the halls throughout the school and at our district headquarters as well as the public library. We use an online gallery that allows students, teachers, and parents to view student artwork. Our school chorus performs many times throughout the year at school events. Students who participate in district chorus perform at various locations throughout the year. Chorus Club, Guitar Club, and Drawing Club provide additional time for exploring the Arts.

2b. Physical education/health/nutrition

Physical Education (P.E.) is a valued part of our curriculum at B.B. Harris Elementary. Our students participate in Physical Education on a five-week specials rotation, along with thirty minutes of teacher directed P.E. daily. Students learn through a variety of innovative and creative lessons in order to build a strong foundation for the importance of a healthy lifestyle. Core content is also integrated to extend learning beyond the classroom. Students focus on fitness and goal setting, personal and social behavior, locomotor movements, manipulative skills, along with gymnastics, dance, and rhythms. Additionally, sportsmanship, social emotional learning, and teamwork are integrated to reach the whole child. Field Day is also an exciting part of our year. Students come together and demonstrate teamwork and sportsmanship through relay races and partner centers. In February, we celebrate heart month with fundraising for the American Heart Association. This is a great learning experience for students to learn about their own heart while showing empathy for others. Students can also attend our Read, Deed, and Run club before school to continue a healthy lifestyle. The Physical Education department engages all students to work at their full potential and creates a safe environment for success and excellence.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Computer Science:

We are proud to participate in our district's "Computer Science for ALL" initiative. The initiative focuses on providing each K-12 student with a high-quality and inclusive computer science education. All students in K-5 attend Computer Science class during the five-week specials rotation. Our computer science specialist engages students using the universal design for learning approach, removing barriers that may inhibit students from fully engaging in the classroom. Students can be found coding various robots, practicing keyboarding skills, testing input and output devices with Makey Makeys, taking apart and exploring older computing devices, or building and coding LEGO robotics, all while exhibiting positive digital citizenship values. Computer science instruction encourages the critical thinking and problem-solving skills students need to be successful in a technology rich world. In addition, students learn to use various digital tools such as Google Workspace, Scratch, and Scratch Jr. to create collaborative products such as videos, slideshow presentations, and animations. Our fourth and fifth grade students can join the First Lego League (FLL) Robotics Team. Our FLL team explores local and global problems and develops unique solutions. Students collaborate on solutions and ways to use technology effectively and present their findings at the district, regional, and state FLL competitions.

Media Center:

The media center provides students and teachers with opportunities to explore a variety of literary materials and resources. Our media specialist provides interactive and engaging read-alouds, media and research lessons, and support to classes throughout the day. The media specialist works collaboratively with teachers to provide inclusive resources, experiences, and enrichment. Our media resources reflect the many cultures and languages represented throughout our school population. Having representative resources at various competency levels provides students with equitable opportunities to engage and learn about themselves and others while supporting their growth as a learner. The media center also houses our broadcast center where fifth grade students learn the art of broadcast production for our school's daily announcements.

2e. Any other interesting or innovative curriculum programs you would like to share

Another innovative program at B.B. Harris Elementary School is our Math Specials class. All K-5 students attend Math Specials on a five-week rotation. The Math Specials teacher creates instruction around the same standards as homeroom teachers. The unique part of this instruction is how the Math Specials teacher delivers it. The classroom is full of exciting, helpful, hands-on learning. The teacher uses manipulatives such

as fraction tiles, base ten blocks, and shape building rods and connectors. Students practice and apply their mathematics skills while also getting a deeper, more concrete understanding. The Math Specials teacher also creates fun and exciting learning opportunities that incorporate technology. Students play Prodigy and engage in adventures and friendly battles, all while answering grade-level math questions. Students also use Blooket to answer teacher-created, grade-level specific questions around math content. Another unique aspect of Math Specials is the individualized, additional instruction and support students receive based on their academic needs. Students' areas of need are identified through iReady assessments, district assessments, classroom assignments, and observation. Students are engaged in both independent and collaborative activities, providing opportunities for self-reflection, growth, and team building skills.

3. Academic Supports

3a. Students performing below grade level:

B.B. Harris Elementary School students who have met specific eligibility criteria are placed in the Early Intervention Program (EIP) in Reading and/or Math. This program provides additional intervention for students performing below grade level.

In kindergarten through second grade, eligibility placement for EIP is based on two or more indicators: achievement levels indicating "Not Yet Demonstrating" or "Emerging" on the Georgia Kindergarten Inventory of Developing Skills, scoring below the thirtieth percentile on the IReady Universal Screeners, Student Support Team checklist, and EIP Reading/Math rubrics.

Third through fifth-grade students scoring at the beginner level of the GMAS in mathematics and/or language arts with a reading status of reading below grade level qualify for EIP services along with another indicator such as the EIP reading and math rubrics, SST checklist, and scoring below the thirtieth percentile on the IReady Universal Screener.

EIP serves students in a variety of models such as innovative, augmented, or reduced class sizes. EIP teachers use Research-Based programs like Leveled Literacy Intervention, Amplify reading groups, number strings, hands-on standards, and IReady Math groups. These programs are used daily to target students' identified areas of weakness.

Students served in EIP are administered frequent assessments that monitor achievement gains throughout the academic year. Constant communication with classroom teachers is maintained to plan accordingly for EIP students.

The goal at B.B. Harris ES is for EIP students to receive appropriate, individualized, and targeted interventions. Once goals are reached, students return to their classroom setting. Data is ongoing and checklists are updated as needs change and arise.

B.B. Harris ES also provides programs and opportunities for at-risk students to strengthen their academics. Extended Learning Time is offered for six weeks in the fall and spring focusing on reading and math. Students are recommended by teachers based on data collected throughout the year. Saturday intervention is offered as well to provide interventions to address targeted needs. In June, Harris offers summer school for rising kindergarten students through fifth grade, providing students with more individualized and targeted interventions in reading and math.

3b. Students performing above grade level:

In Gwinnett County Public Schools, the elementary gifted program is called FOCUS: Fostering Originality, Creativity, Understanding, and Self-Awareness.

B.B. Harris Elementary delivers instruction for our gifted and talented

students in the form of cluster group classes and Thinking Skills

Class.

In a cluster classroom, a group of identified gifted and talented

students, usually six to eight students, are placed in a heterogeneous classroom with a Gifted and Talented Certified teacher. At B.B. Harris Elementary, each grade level has at least one gifted certified teacher to meet the needs of these students. Instruction for gifted and talented students is differentiated and documented on the Cluster Differentiation Form. The documentation shows how teachers differentiate the curriculum using a variety of strategies. Teachers provide gifted and talented students opportunities to show their learning through extensions and enrichments using differentiated centers, project-based learning, book clubs, literature circles, independent/collaborative studies, open-ended questions, and tiered assignments.

Gifted and talented students in kindergarten through fifth grade, also attend Gifted Thinking Skills Class daily for thirty minutes. In this

environment, student learning focuses on interdisciplinary enrichment activities. These activities include Project Based Learning, STEAM lessons, building critical thinking and problem-solving skills, and fostering creativity in an open, safe, nurturing, and encouraging environment. Students are also provided with flexible seating allowing students to move freely to better focus on the task at hand, helping them process information easier.

Additionally, the iReady Universal Screener in Language Arts and Math is administered three times a year to all students in first through fifth grade and twice a year to kindergarten students. The results from the screeners help teachers readily identify those students who may need additional enrichment opportunities or qualify for the Gifted program.

3c. Students with disabilities:

The Interrelated Resource (IRR) program meets the needs of children that have an active Individual Education Plan (IEP) through additional instructional support. B.B. Harris Elementary IRR teachers serve students with learning disabilities in the least restrictive environment. Students' services are determined through their IEP and could include: a co-teaching model in the general education classroom, pull-out services in a small group setting, collaborative, consultative, or a combination depending on student needs. IRR teachers use data to write IEPs annually and as requested by parents or teachers to meet the learning needs of students.

B.B. Harris Elementary currently has a team of five IRR teachers to support our special education students. Each grade level includes one homeroom as a designated co-taught classroom. The IRR teacher and homeroom teacher work collaboratively to meet the goals of the IEPs. Some students receive instruction in a separate classroom to make grade-level content more accessible. Another model is collaborative in which students remain in the general education classroom for their initial instruction and then are supported in small groups by the IRR teacher. The consultative model is when students are making significant progress and are monitored by an IRR teacher.

The SPIRE program is used with IRR students to support reading instruction. This program is a multi-sensory approach used to help students with learning disabilities acquire foundational reading skills. iReady data for reading and math is used to identify students' strengths and weaknesses through diagnostic tests. To meet the needs of students, tools for instruction on the iReady platform are utilized. IRR teachers plan differentiated instruction by adapting and modifying grade-level lesson plans. Instructional support and differentiated instruction are provided to our Special Education students through many models such as small group instruction, breaking material into smaller parts, preferential seating, repeated directions, color overlays, and positive reinforcement.

3d. English Language Learners:

B.B. Harris Elementary School is proud of the rich cultural, racial, and linguistic experiences our students and families bring to our school community. Our school's English Language Learner (ELL) department provides a blend of delivery models to support our students' unique language proficiency levels. For our K-5 classes, an ELL teacher collaborates with the classroom teacher to provide scaffolds of instruction with the explicit teaching of academic language and grade-level content. Teachers co-teach lessons, jointly work in small groups, communicate with ELL parents, and differentiate assignments and assessments. B.B. Harris ES ensures ELL students receive support in content areas carrying the most content-rich vocabulary. There is ownership for all students as teachers plan and implement lessons together.

All ELL students have scaffolds listed for what they can do within their proficiency levels. This document is called an English Language Proficiency Plan (ELLP). It is a tool used to aid teachers in monitoring students' language acquisition progress and providing appropriate scaffolds and accommodations.

In homerooms with a certified ESOL teacher, higher proficient ELL students at B.B. Harris Elementary are strategically scheduled in cluster classrooms. These students perform at a more independent level and benefit from a certified teacher. In clustered classrooms, student needs are met through differentiated instruction such as peer support, small group instruction, and tiered assignments. In all delivery models, gradual release is utilized as ELLs demonstrate mastery and approach grade-level expectations. During Wildcat Time (remediation/enrichment block), pull-out services are provided to work directly with Level 1 and 2 students. This time is used to work on vocabulary, early foundational skills, and speaking skills.

All delivery models encompass a wide range of instructional strategies. Examples of strategies include modeling, think alouds, visual cues to support conversational English, realia (objects and materials from every day life) to make connections to schema, graphic organizers, songs, chants, and movements to support social language development, use of students' primary language, meta-cognition strategies, and open-ended question to promote higher thinking skills. These are among the many research-based strategies and instructional practices we use to meet the diverse needs of students.

To assess student learning and guide instruction, data are collected through anecdotal notes, speaking and writing rubrics, and formative and summative assessments. The ACCESS language assessment tracks student growth and informs ELL teachers' instruction. All stakeholders work to create a plan for how ELL students are served and supported to maximize instructional time as well as build ESOL teacher capacity.

3e. Other populations, if a special program or intervention is offered:

B.B. Harris Elementary School serves students with mild Autism from our neighborhood as well as those students zoned to three nearby elementary schools. As such, we serve many students whose academic progress is impacted by access to sensory regulation support, materials, and tools. Our sensory room is used to meet sensory diet needs, helping students regulate their bodies to allow classroom learning to occur. In addition, sensory tools such as wiggle seats, lap pads, standing desks, compression vests, noise-canceling headphones, and fidgets are available to be used in the classroom, allowing students to regulate and attend to instruction. Finally, multiple sensory hallways give students opportunities to regulate themselves through movement. Teachers work alongside occupational therapists to ensure each child's individual needs are met. This student group also benefits from three to five sessions of direct social/emotional skills instruction each week. Students learn the social skills and emotional regulation skills needed to be successful in academically rigorous environments, and the skills needed to successfully grapple with complex and collaborative learning challenges. We believe all students can learn when their needs are met. Because we meet the sensory, social, and emotional needs of our neurodiverse students, this student group performs well academically; at B.B. Harris Elementary, our neurodiverse students thrive.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At B.B. Harris Elementary, we strive to impact student learning through intrinsic and external motivation, creating a safe and welcoming environment and we place focus on their emotional needs in order to foster students who will become contributing members of society. We utilize positive reinforcement while putting emphasis on the good choices students make as opposed to drawing attention to undesirable behaviors. We have found that this empowers students to make decisions that positively impact their learning and aids in intrinsic motivation. When students see other students being role models, they want to imitate those behaviors.

Our first priority is to create a safe and welcoming environment for each and every student at B.B. Harris Elementary. When students arrive at school, teachers and staff greet everyone with a smile, a warm welcome or a hug. We take extra measures to address students by their names, to make them feel loved and to let them know we care about them as human beings. Students are happy at our school. They want to be present to learn, interact with their teachers and peers and are motivated to do their best because we create a safe space where each student feels included in our Harris family. We take pride in the fact that we go above and beyond when it comes to forming an inclusive atmosphere and this plays a role in what makes B.B. Harris Elementary a special place.

Another priority for our staff and students is training on social and emotional learning. We have spent many hours this school year teaching our staff on how to incorporate warm welcomes, engaging strategies and optimistic closings resulting in a positive impact on the learning environment.

Our school provides students with a safe space to express feelings and concerns and ensures each student has access to a counseling program that advocates for all. We offer individual counseling when needed. Classroom lessons focus on conflict resolution skills such as identifying emotions, self-discipline, impulse control, goal setting, appreciating diversity, perspective taking, relationship building and problem solving.

We have implemented PBIS, which allows every student the opportunity to be rewarded for high quality choices made on a daily basis. Students earn tickets when exemplifying positive behavior. They then can trade tickets for rewards. We have found that positive behavior has increased in our school since this implementation. Students see the benefits of exhibiting appropriate behavior and want to make a difference in our school community through these efforts.

2. Engaging Families and Community:

The connection between parents, community, and school is an essential component of school and student success. Research shows that parent and community involvement in a child's education positively impacts their future. The goal of our staff at B.B. Harris Elementary is to increase academic achievement by expanding community involvement. We achieve this by developing capacity for school staff, families, and community. We have designed and implemented classes, workshops, committees, and plan to implement a Parent Leadership Development Model that connects the community to our Harris families.

A parent center was established at B. B. Harris Elementary in 2012. Through the center, families have access to programs, workshops, classes, and community resources supporting and guiding parents through their child's learning. One of the most successful workshops, Positive Discipline, is led by a counseling professional with the help of a parent liaison serving as an interpreter. This workshop meets weekly for ninety minutes and focuses on social emotional learning. The center is staffed with a clerk to help parents acquire resources that can be used to provide further instruction and practice at home.

B. B. Harris Elementary partners with Duluth First Baptist Church to support our school. They sponsor a student club called Good News Club in which they learn about religion and how to serve their community in order to be contributing members of society. They also offer English classes to families and provide them

with daycare and transportation. A food pantry at the church is in place that distributes meals throughout the year to multiple families in our school.

Duluth Methodist Church along with Nothing But the Truth organization has been serving the Harris community for over twelve years. They deliver small bags of food to our school that we send home with students over the weekends. These “happy sacks” help to address the food insecurities that many of our families experience. This partnership has been sustainable and played an important role in the lives of our students. Our Care Team helps meet financial needs of families during the school year.

PTA is very active and works for the betterment of Harris. They host activities for our students and families such as bingo night, dances, movie night and luncheons. These events also serve as fundraising opportunities helping to create a partnership between all stakeholders.

The Rotary Club and Mayor Nancy Harris of Duluth, GA support our school through literacy. Volunteers take time out of their schedule to come and support kindergarten students. During this time, they read books aloud for enjoyment and engage them in literal and inferential questions. Students are further able to establish a lifelong love and passion for reading.

Overall, we strive for excellence in our community relationships. At B.B. Harris Elementary, we align with the four district priorities of empathy, excellence, equity and effectiveness. One of our initiatives has been to practice empathy in all we do in order to ensure our teachers feel valued and supported. When teachers feel like their work matters and that they are valued as human beings, our student achievement data increases. There are many different steps taken at B.B. Harris Elementary to ensure that teachers feel supported in all areas of their work.

3. Creating Professional Culture:

We have a professional learning approach that allows teachers the opportunity to learn, practice and reflect. We use needs assessment data and areas of best practice in order to determine a linear plan for professional learning that is ongoing and sustainable. Teachers are able to learn about a current research-based practice, which emphasizes the WHY of the work. When teachers know the why, it allows them to feel as if their time is valued and the impact they can have on students will be beneficial. We also give teachers time to practice new implementations and they have the autonomy to make mistakes. Giving teachers permission to be authentic and make mistakes aligns with a humans first approach and creates the understanding that perfection is not the goal. When teachers are able to reflect, this allows them to think deeply about their practice and make changes if necessary.

Because of this model, there has been a noticeable impact on staff. We have leveraged teacher leaders through this work by showcasing their talents and giving them opportunities to teach and learn from others. Administrators are able to grow and learn alongside teachers through this practice which shows that they too are lifelong learners. There is a culture of growth and development, and the support teachers receive aids in that growth.

We also implement feedback as a tool for cultivating a climate of value and support. Teachers are continuously given feedback that pushes them to explore new opportunities, grow into their craft and make changes to their practice. Diverse voices are heard, and all opinions are taken into consideration when making changes that ultimately increase student achievement. Overall, our school environment is unmatched because all teachers feel like they are a valuable member of our school community.

4. School Leadership:

The leadership philosophy that is embraced by the principal is one that reflects a shared responsibility approach. Each staff member within the school takes ownership and responsibility for the part they play. There are teams of natural leaders that make up the collective direction of the school. Through this shared leadership, the principal is able to gradually spread responsibility and accountability out to each member.

Our school has a strong leadership structure. The administrative team consists of the principal and two assistant principals. There are teacher leaders who make up the instructional leadership team (ILT). These teachers include one representative from each grade level as well as the special education teacher, the instructional technology innovative coach, the academic instructional coach, the gifted teacher, the English language teacher, the special area teacher, the media specialist and the multi-tiered system of support coordinator. The administrative team holds monthly meetings with the ILT to share new updates and receive feedback from each area. Before school-wide decisions are made, ILT members are asked to speak with the teams they lead and bring concerns or suggestions back to the group. This has been an effective way to ensure all voices are heard and allow teachers to have decision making opportunities.

The principal has taken on the role of leading and implementing a cohesive education program. This is achieved by fostering and sustaining the school climate through two-way communication with teachers, students, parents, and families, building and strengthening the school vision, providing instructional leadership, utilizing data to make decisions and monitoring curriculum, instruction and assessment. The school values the leadership of other teachers and staff to provide continuous improvement. Our teacher leaders participate in professional development. They model how to establish a learning environment based on high expectations and respect for all individuals. We seek to foster a stronger sense of “ownership” among participants in the broader community when making important decisions related to the governance, operation, or improvement of the school. The support, ideas and opinions of stakeholders are heard and taken into account before changes are made that support the school community and increase student achievement. This allows all stakeholders to feel more invested in the work.

5. Culturally Responsive Teaching and Learning:

At B.B. Harris Elementary, we provide students with learning opportunities and materials that will empower them intellectually, socially, and emotionally. Our stakeholders believe students are successful in a safe and nurturing learning environment that fosters passion, creativity, and achievement.

The media specialist incorporates books and other media highlighting our students’ cultural backgrounds and ensures our media center is more equitable, inclusive, and globally focused. Each month, the media center showcases biographies and stories spotlighting different cultural celebrations. There are an array of books in many of our students’ native languages which helps them feel seen and encourages a continued love of reading.

Our biggest event of the year is International Night. Students participate in a parade dressed in clothing representing their countries. The music teacher aligns lessons to teach students songs and dances representing different countries and cultures to perform during International Night. The art teacher builds an art gallery from student work showcasing student art and the inspiration they have gathered while learning about culturally diverse artists.

B.B. Harris Elementary plans events informing parents of programs such as the English Language Learners (ELL) workshop. Parents learn about the ELL program to better understand how their child receives English instruction.

There is an effort to make sure classrooms reflect the multicultural presence and diversity that is also seen outside of our four walls. Classroom libraries are filled with literature representing a variety of cultures and authors. The school hallways and bulletin boards reflect student work and cultural significance.

One of the committees teachers serve on at B.B. Harris Elementary is the Cultural Inclusion Committee. They meet to identify holidays and celebrations represented and celebrated by our student population. The committee discusses the importance of cultural awareness, equity, and restorative teaching practices. Monthly newsletters are sent to staff informing them of these holidays and celebrations filled with lessons, activities, and other resources ready for teachers to use.

Our school counselor provides students with a safe space to express feelings and concerns and ensures each student has access to a counseling program. She is available for individual counseling when needed and

provides lessons focusing on conflict resolution skills such as identifying emotions and appreciating diversity. She provides daily snacks to students who have food insecurities. Our parent liaison and school counselor manage a coat and school supply closet. In August, over two-hundred book bags filled with supplies were passed out to students in need.

PART VI - STRATEGY FOR EXCELLENCE

The consistent implementation of the Plan-Do-Check-Act cycle during collaborative planning has been most instrumental to the success of the students at B.B. Harris Elementary School. This cycle has provided structure to each collaborative planning meeting for teachers. It has also allowed us to focus on specific student needs based on data, to monitor progress of each and every student, and to drive small group instruction and our intervention block (Wildcat Time).

During the Planning part of the cycle, teachers discuss the academic standards that will need to be focused on for the upcoming week. During this time, teachers are able to deconstruct the standards to make sure they understand the level of rigor needed so that students can reach mastery. They discuss vocabulary that should be introduced, any required prior knowledge and the expectation for the lesson. They also review the achievement level descriptors to ensure students reach proficient or distinguished levels of performance. This stage is critical because it establishes a consistency in expectations and instruction across all classrooms. Teachers also look at instructional plans and align them with the pacing calendar provided by the county.

The Do part of the continuous quality improvement cycle is implemented in classrooms based on what has been planned by teachers collaboratively. The Instructional Frameworks provide the basis for the instruction happening in classrooms. Teachers utilize Quality Plus Teaching Strategies to ensure the most effective, research-based instructional strategies are used to teach students the academic standards. There is a focus on instruction through a Balanced Literacy and Numeracy approach. This allows for small group instruction based on students' performance levels and academic needs.

Data is reviewed from common assessments during the Check part of the cycle. This allows teachers to understand what standards have been mastered and what standards need additional instruction. Teams of teachers use protocols to review data as a team from common or district assessments.

The review of data also helps identify students that need enrichment and those who need remediation which is the Act part of the cycle. Enrichment or remediation activities occur during small group instruction and during our intervention block (Wildcat Time). Instruction driven by data allows for students to get individualized support and instruction based on their needs which leads to improved student outcomes.