

WCPSS and Community Partners Update

June 7, 2022



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

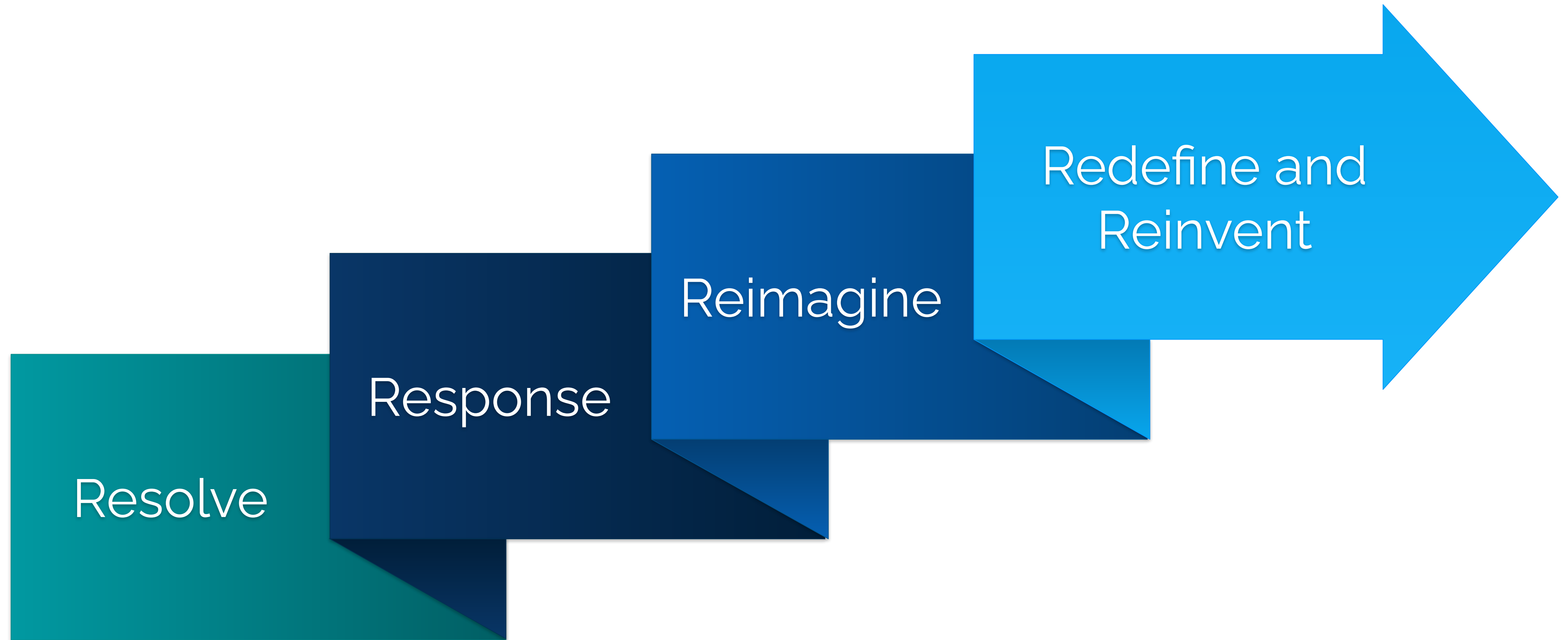
Transitioning from Response to Recovery

“The greatest travesty that can arise for schools is if we rush back to the old normal, having learned nothing new.”

Fisher, D., Frey, N., Smith, D. B., & Hattie, J. (2021)



Transitioning from Response to Recovery

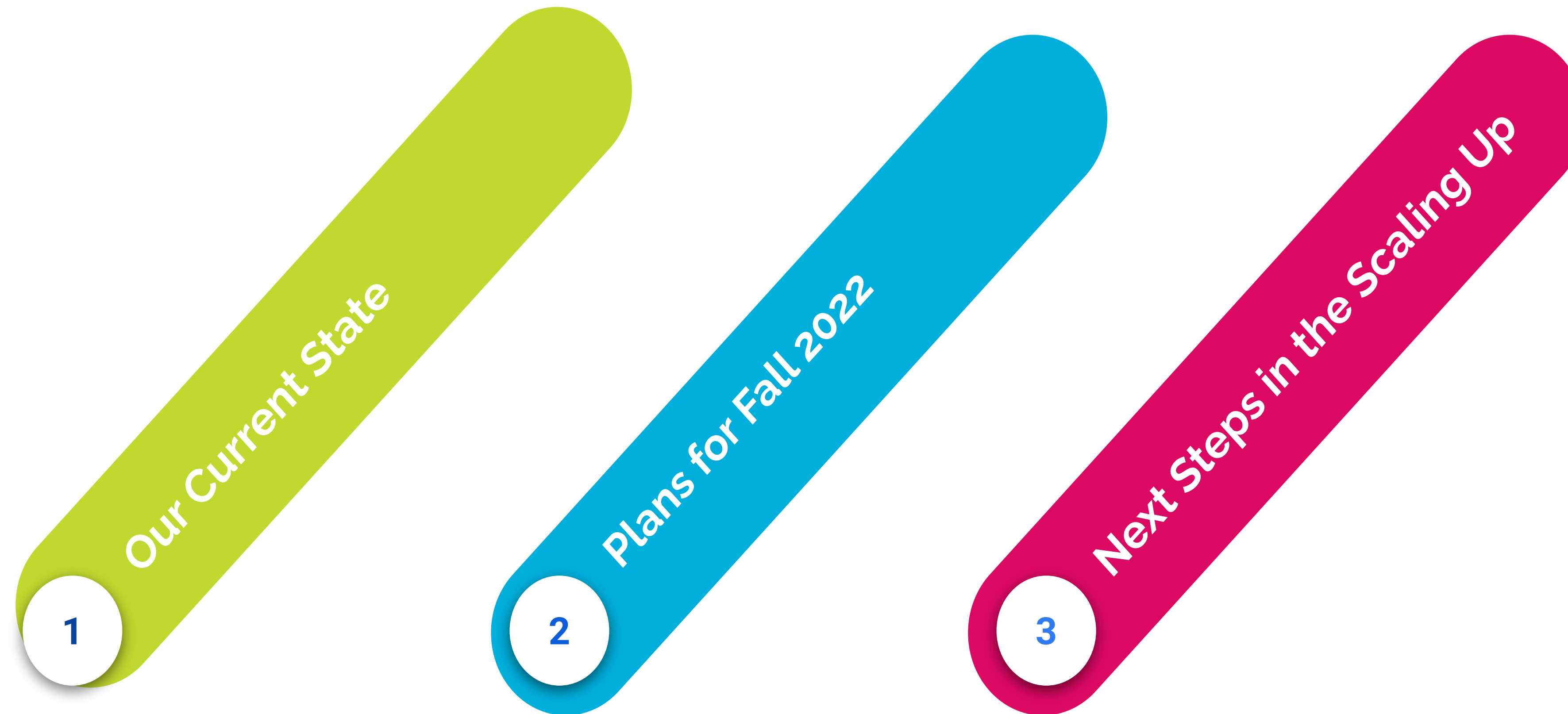


Adapted from Fisher, D., Frey, N., Smith, D. B., & Hattie, J. (2021)

Recovery Through a Prioritized Framework of Systems and Structures



Overview of Our Collaborative Work



Literacy is a Right not a Privilege



Helps Education Fund

Helps
Education
Fund™



A one-on-one and small groups instructional program designed to improve students' reading fluency and confidence.

- Supported by rigorous research
- Appropriate for elementary school students and older learners
- Easy to access
- Feasible to use (for example, professional educators and other adults can implement it effectively and time-efficiently)
- HELPS early literacy strategies

Current State by the Numbers



- 53% of our elementary schools currently use the HELPS program.
- Intervention Team Facilitators and/or Intervention Teachers are predominately the staff that utilize the HELPS program.
- 77.3 % of those who responded to the survey are using HELPS in the one on one model.
- 31.8% of those who responded to the survey utilize the small group model.
- The YMCA and others already have using the HELPS model with WCPSS students.



Connect and align
programs and services



Increase access to
literacy resources and
supports



Strengthen the
capacity of tutors,
students and families
to support learning

Helps Education Fund and Community Partners





Considerations for Implementation

- Identify focus population
- Fit with other priorities
- Capacity to implement
 - Staffing
 - Funding
 - Communication
- Infrastructure for existing tutoring structures
- Professional learning

Next Steps



September, 2022

- Ongoing Communication & Collaboration with HEF & Community Partners
- Identify Schools for Community Partnerships
- Establish Criteria to Identify Students
- Professional learning for internal stakeholders
- Professional learning for volunteers
- Planning for data sharing to monitor student progress

Call for Action

Considerations for Volunteers:

- Relationships
- Regularity
- Targeted



WHAT   
STARTS
 HERE
CHANGES
 EVERYTHING.