

HARMONY ELEMENTARY SCHOOL
School Improvement Plan

SCHOOL IMPROVEMENT PLAN					
School Name: Harmony Elementary School			District Name: Pickens County		
Principal Name: Lynda Wallace, Ed.S.			School Year: 2015-2016		
Title I Schoolwide Program <input checked="" type="checkbox"/>		Title I Targeted Assistance <input type="checkbox"/>		Non-Title I School <input type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
Alert School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	

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SMART/Process GOALS:

Math Yearly Goals

To improve students' math skills as demonstrated by:

- Kindergarten Goals
 - 80% of students will meet the and SMI end of the year benchmark
 - Students will meet the state GKIDS target
- First and Second Grade Goals
 - 80% of students will meet the SMI end of the year benchmark
- Third Grade Goals through Fifth Grades Goals
 - 80% of students will meet the SMI end of the year benchmark
 - **Students will meet the state target on the Georgia Milestones**

Students who fall into the students with disabilities, Hispanic and/or economically disadvantaged subgroups in grades three through five will meet the state target on the GEORGIA MILESTONES.

ELA Yearly Goals

To improve students' ELA skills as demonstrated by:

- Kindergarten Goals
 - 80% of students will meet the DIBELS end of the year benchmark
 - Students will meet the state GKIDS target
- First and Second Grade Goals
 - 80% of students meet the DIBELS end of the year benchmark
- Third Grade Goals
 - 80% of students meet the DIBELS and SRI end of the year benchmark
 - **Students will meet the state target on the Georgia Milestones**
- Fourth and Fifth Grade Goals
 - **Students will meet the state target on the Georgia Milestones**

Students who fall into the students with disabilities, Hispanic and/or economically disadvantaged subgroups in grades three through five will meet the state target on the GEORGIA MILESTONES.

Social Studies Yearly Goals

To improve students' social studies skills as demonstrated by:

- Third through Fifth Grade Goals
 - **Students will meet the state level on the Georgia Milestones**

Students who fall into the students with disabilities, Hispanic and/or economically disadvantaged subgroups in grades three through five will meet the state target on the GEORGIA MILESTONES.

Science Yearly Goals

To improve students' science skills as demonstrated by:

- Third Grade Goals through Fifth Grade Goals
 - **Students will meet the state level on the Georgia Milestones**






Students who fall into the students with disabilities, Hispanic and/or economically disadvantaged subgroups in grades three through five will meet the state target on the GEORGIA MILESTONES.

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STRATEGIC GOAL AREA I: Student Achievement-
Performance Objective A: Implement State Adopted Curriculum
Performance Objective B: Utilize Formative and Summative Data
Performance Objective C: Implement Differentiation and a Variety of Learning Strategies
Performance Objective D: Improve Student Performance

Title I Components	School & TKES Strands/Keys	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
2 a, b, c, d	TKES 1, 2, 3, 8, 10 CP1, 2	<p>Objective A/D Initiative: All subjects: Teachers will implement state adopted curriculum.</p> <p>Action Steps: Teachers will include standards and "I can" statements on all lesson plans.</p>	Daily	Frameworks, Wikis, Curriculum Maps	All Teachers, Academic Coach, Administration	Lesson Plans	DIBELS (K-3), IDI/DRI (K-5), SRI (3-5), SMI, (K-5) GOFAR (1-5)

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<p>2, a, b, c, d 7 9a 10 11 12</p> 	<p>TKES 5, 6 A 1, 2, 3, 4, 5 CP 3</p> 	<p>Objective B/D Initiative: Teachers will utilize summative and formative data to drive instruction.</p> <p>Action Steps: Teachers will utilize constructive response questions (QRCs) (rubric in math) and various depth of knowledge questions (DOK) to evaluate student understanding.</p> <p>Teachers will focus on technical vocabulary in assignments and on assessments.</p> <p>Teachers will progress monitor and analyze data.</p> <p>Teachers will utilize formative and summative data to make informed decisions by:</p> <ul style="list-style-type: none"> • Utilizing grade level common assessments • Disaggregating data collected from assessments • Analyzing data to measure student understanding and to guide the RTI process • Using data to drive differentiated instruction • Increasing rigor and reinforcement 	<p>As summative assessments are given</p> <p>Daily</p> <p>Weekly or Biweekly</p> <p>Daily</p>	<p>Variety of DOK questions and CRQs on summative tests; Number Talks (math); Writing to Win</p> <p>Key Terms from Study Guides on GADOE website</p> <p>DIBELS, IDI/DRI, sight words; math probe</p> <p>SLDS, Study Island, Writing To Win, enVision (Math), BrainPop and BainPop Jr, Pre/Posttests, GOFAR (specifically exemplars), GKIDS</p>	<p>All Teachers, Academic Coach, Administration</p> 	<p>Formative and summative assessments</p> 	<p>DIBELS (K-3), IDI/DRI (K-5), SRI (3-5), SMI (K-5), GOFAR (1-5)</p> 
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<p>2 a, b, c, d 9c</p> 	<p>TKES 2, 3, 4, 8 CP 3 I 1, 2, 3, 4, 5, 6, 7, 8, 9,</p> 	<p>Objective C/D Initiative: Teachers will implement differentiation and a variety of learning strategies. Action Steps: All subjects: Teachers will provide independent learning contracts to high achieving/gifted students based on pre-test data.</p> <p>Math: Teachers will implement guided math and center-based instruction techniques.</p> <p>Tier 3/4: Teachers will increase the frequency and duration of supported/differentiated group instruction by:</p> <ul style="list-style-type: none"> • using manipulatives • scaffolding questions • tiering assignments <p>Teachers will utilize technology to differentiate math instruction.</p>	<p>Per Unit</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Math Wiki (math), Achieve 3000/Readworks, Pebble Go, Science and Reading A to Z, Leveled Readers (ELA, Sci, SS), DOK questions (all), lexiled novels, IXL</p> <p>Mountain Math, Calendar Math (K-2), Number Talks, IXL, Math In The Fast Lane (3-5), enVision, Frameworks, Math Wiki</p> <p>enVision, Frameworks, playing cards, dice, various games; Tier 4—Rekenrek</p> <p>eBeam, XtraMath, IXL, Front Row, Virtual Manipulatives; Tier 4—iReady, Teachtown, Unique Learning</p>	<p>All Teachers, Academic Coach, Gifted Coordinator, Administration</p> <p>All teachers, Academic Coach, Administration</p> 	<p>Lesson Plans, Pre-tests, Contracts</p> <p>Lesson Plans</p> 	<p>DIBELS (K-3), IDI/DRI (K-5), SRI (3-5), SMI (K-5), GOFAR (1-5)</p> 
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↓	↓	<p>Tier 3/4: Science and Social Studies: Teachers will implement guided reading groups and center-based instruction by:</p> <ul style="list-style-type: none"> • Analyzing Lexiles and/or pretests • Identifying and implementing research-based strategies • Differentiating the content, process and/or product through the use of graphic organizers, leveled readers and varied assignments • Leveled and tiered assignments (3-5) 	Weekly to Daily depending on the topic and/or activity	Study Island, Readworks, Science and Reading A to Z, Reading Resource Room, Mackin Via, Pebble Go, Leveled Readers	All Teachers, Academic Coach, Administration ↓	Lesson Plans ↓	GOFAR (1-5) ↓
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SMART/Process Goals GOALS:

The county office will set and monitor smart goals for all objectives.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement

Performance Objective A: Identify and Utilize Community Resources


Performance Objective B: Foster Positive Relationships Among All Students and Stakeholders

Performance Objective C: Provide Opportunities for Stakeholder Education

Performance Objective D: Increase Stakeholder Communication

Title I Components	School & TKES Strands/Keys	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 8 a,c	FCE 1, 2, 3, 4, 5, 6	<p>Objective A Initiative: HES will identify and utilize community resources.</p> <p>Action Steps: HES will utilize the PCSD community resource handbook to provide parents/guardians information about available resources in the community.</p>	Ongoing August 2015- May 2015	Pickens County Community Resource Directory	Administration, Counselor	Communication Log	Yearly Parent Involvement Survey Results

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5	TKES 10	<p>Objective B Initiative: HES will foster positive relationships among all students and stakeholders.</p> <p>Action Steps: Through various school organizations, such as PTO and School Advisory Council, and clubs HES will build positive relationships through informational meetings and family activities.</p>	Ongoing August 2015- May 2015	None	Administration, PTO, SAC, Club Sponsors, Teachers	Sign-In Sheets, Meeting Notes	Yearly Parent Involvement Survey Results
5 6	TKES 10 	<p>Objective C Initiative: HES will provide opportunities for stakeholder education.</p> <p>Action Steps: HES will provide information via Title I, Curriculum, STEM and Author's Nights.</p> <p>HES will host Kindergarten Transition Night.</p>	Various Times Spring 2016	None None	Academic Coach, Teachers, Administration Administration, K Teachers, CAMP teachers, Transportation, Café Manager, Counselor	Sign-In Sheets Agenda, Sign- In Sheets	Yearly Parent Involvement Survey Results Yearly Parent Involvement Survey Results

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	TKES 10	Objective D Initiative: HES will communicate effectively with stakeholders.					
5	↓	Action Steps: Teachers will post lesson plans to website.	Weekly	HES Website	↓	Website	↓
5		Teachers will send home a grade level newsletter via email or the communication folder and post to website.	Weekly	Communication Folder		Website	
10		Teachers will send home a communication folder containing graded papers.	Weekly	Communication Folder		Infinite Campus	
5		Teachers will correspond to guardians via email or phone.	As needed	None		Communication Log	
9c, 10		Teachers will meet with guardians of students in Tier 2 of the RTI process.	Twice each year	None		RTI Documentation	
9c, 10		Teachers will meet with guardians of students in Tier 3 of the RTI process.	Four times each year	None		RTI Documentation	
5		Teachers will send home progress reports/report cards.	Every four and a half weeks	None		Signed Envelope	
5, 13		Administration will communicate via Infinite Campus all calls and emails, Facebook and the HES website.	As Needed	IC, Facebook, HES website		Administration	

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ELA Yearly Goals

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Social Studies Yearly Goals

To improve students' social studies skills as demonstrated by:

- First and Second Grade Goals
 - 80% of students will meet the GOFAR end of the year benchmark
- Third through Fifth Grade Goals
 - Students will meet the state level on the Georgia Milestones

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Science Yearly Goals



To improve students' science skills as demonstrated by:

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STRATEGIC GOAL AREA III: Organizational Growth and Improvement
Performance Objective A: Develop a School-wide Professional Development Plan
Performance Objective B: Provide Professional Learning Opportunities for Certified Staff/Professional Staff
Performance Objective C: Provide Training for Classified Staff

Title I Components	School & TKES Strands/Keys	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1	PL 1, 2, 3, 4, 5, 6 	Objective A Initiative: Administration will develop a school-wide professional development plan. Action Steps: HES Staff will complete a comprehensive needs assessment.	Spring 2015	Needs Assessment provided by County Office	Director of Teaching and Learning, All Staff	Needs Assessments	DIBELS (K-3), IDI/DRI (K-5), SRI (3-5), SMI (K-5), GOFAR (1-5)
4		Administration will develop a professional development plan for Striving Readers, Administration, Classified and Certified Staff.	August 2015-December 2015	Striving Readers Grant and PCSD Professional Development Funds	Academic Coach and Administration	Sign-In Sheets	

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<p>1, 14, 15, 16, 17, 18</p> <p>9b</p> 	<p>TKES 9 PO 4, 5 PL 1, 2, 3, 4, 5, 6</p> <p>L 1, 2, 3, 4</p> <p>L 1, 2, 3, 4, 5, 6, 7, 8</p> 	<p>Objective B Initiative: Administration will provide profession learning opportunities for certified staff.</p> <p>Action Steps: School Improvement Team will develop the School Improvement Plan.</p> <p>Teachers will meet monthly in Professional Learning Teams (PLT) to discuss instructional needs, best practices and analyze data (student achievement) as well as plan vertically.</p> <p>The administration, counselor and media specialist will attend training at RESA.</p> <p>Teachers will participate in RESA Day Courses as needed.</p> <p>Two kindergarten teachers will attend the kindergarten conference.</p> <p>Teachers will be provided a release day for math and science to work on mapping, lesson plans and refining assessments.</p>	<p>August 2015 and Revisions As Needed</p> <p>Monthly</p> <p>When Available</p> <p>As Necessary</p> <p>Yearly</p> <p>Yearly</p>	<p>None</p> <p>None</p> <p>PCSD PL Funds</p> 	<p>SIP Team</p> <p>Academic Coach, Administration</p> <p>Administration, Counselor, Media Specialist</p> <p>Administration</p> 	<p>Sign-in Sheets, Meeting Notes</p> <p>Sign-in Sheets</p> 	<p>DIBELS (K-3), IDI/DRI (K-5), SRI (3-5), SMI (K-5), GOFAR (1-5)</p> 
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SMART/Process Goals GOALS:


Objective D: Decrease the number of students with three or more office referrals from 20 to 18.
 The county office will set and monitor smart goals for all other objectives.

STRATEGIC GOAL AREA IV: Internal Processes

- Performance Objective A: Improve Technology Infrastructure
- Performance Objective B: Increase Student Participation in School Meals Programs
- Performance Objective C: Maintain Facilities
- Performance Objective D: Ensure a Safe School Environment
- Performance Objective E: Transport Students in a Safe Efficient Manner
- Performance Objective F: Operate in a Fiscally Responsible Manner
- Performance Objective G: Recruit and Retain HiQ Staff

Title I Components	School & TKES Strands/Keys	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence

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<p>8 13</p>	<p>TKES 7, 10 SC 1, 2, 3, 4, 5 I 1 PO 2, 3 L 1</p> 	<p>Objective D Initiative: HES staff will utilize PBIS with school-wide behavior expectations and recognition by:</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> • Provide re-teaching opportunities for students whose behavior choices violate a school-wide or classroom expectation. (T1) • Monitor behavior trends through the use of Educator's Handbook in monthly PBIS meetings. (T1) • Utilize CICO (check-in, check-out) intervention with designated teachers within the school. (T2) • Utilize a formal Behavior Intervention Plan with increased intensity and frequency beyond Tier 2. (T3,4) 	<p>Daily</p> <p>Monthly</p> <p>Daily</p> <p>Daily</p>	<p>My-Behavior-Resource.com website, Educator's Handbook website, PBIS Notebook</p>	<p>All Teachers, Administrators, PBIS Committee</p>	<p>PBIS Notebook, RTI data for Tier 2 students using CICO, PBIS meeting minutes,</p>	<p>Educator Handbook and Infinite Campus Discipline Reports</p>
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	PL 3	<p>Objective F Initiative: HES will operate in a fiscally responsible manner.</p> <p>Action Steps: HES will blend federal, state and local funds to target specific goals for school improvement.</p>					
8a	↓		Ongoing	Title I, Federal, State and Local	Administration	Account information located in Nexgen	Audits
8b		Title I will be used to primarily fund a fulltime academic coach and purchase Study Island, AR and Scholastic Math. Any remaining funds will be used to purchase additional technology.	↓	Title I		↓	
8b		Title IV funds are used to enhance the Safe and Drug Free School Program (Character Education and Red Ribbon Week).		Title IV			
8b		IDEA funds will be used for instructional purposes for the special needs population.		IDEA			
2c, e	↓	HES does not use Title I funds for field trips.	↓	None	↓	↓	↓

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3a		<p>Objective E Initiative: HES will follow PCSD protocol to hire and retain highly qualified staff.</p> <p>Action Steps: Administration will recommend individuals who are HiQ.</p>	Ongoing	None	Administration	Teacher Certification	HiQ Report
3a	L 1, 2, 3, 4, 5, 6, 7, 8 TKES 9	Administration will provide a mentoring program to teachers new to PCSD.	Ongoing	Mentoring Booklet	Mentors, Mentees Administration	Mentoring Logs	HiQ Report