

Harmony Elementary School

School Improvement Plan At-a-Glance 2021-2022

Overarching Need 1: There is a need for our students to read on grade level Kindergarten through 4th grade.

Goal 1: During the FY22 school year, increase the percent of students performing at level 3 and 4 by 3% on the GA Milestones in ELA.

Action Step 1: Utilize contracted services, teachers, and paraprofessionals to provide additional instructional services to students who need additional support.

1. contracted and non-certified staff will receive professional development in strategies and resources we use.
2. new paraprofessionals will be placed in ELA classes to support small group reading instruction throughout the building

Action Step 2: Faculty will participate in PLC meetings to discuss student data, progress, and plan for instruction.

- (1)Administration will lead the leadership team in defining expectations and scheduling time to plan
- (2)Use time in PLC to discuss vertical planning
- (3) The schedule will be created so teachers receive additional time during planning to devote to PLC and professional development. (Utilize Academic Coach, RESA Specialist, and contracted leadership coach)

Action Step 3: Provide Professional Learning for writing and reading instruction.

- (1)The Academic Coach and RESA specialist will provide continued support, additional training, and modeling of effective ELA lessons.
- (2)School administration will devise expectations for reading and writing across the curriculum and check for fidelity through informal walkthroughs with feedback to assist teachers in implementation of strategies.
3. Academic Coach will facilitate PLC to help guide instruction, discuss student data, and give feedback.
4. Additional time for planning will be added into the schedule for teachers to participate fully in professional development activities.

Action Step 4: Provide at home activities and strategies to family members through newsletters, curriculum events, parent resource center, Parent Academy, and summer ELA practice

Action Step 5: Implement a supplemental balanced literacy program

Action Step 6: Eight teachers will participate in the Growing Readers Initiative (including 4th grade). Academic Coaches will support this work.

Action Step 7: Provide support to school staff to build staff capacity and for parents to build parent capacity on literacy in the home.

Action Step 8: There will be an integration of technology to support literacy and writing across the curriculum. This includes computer software and a learning management system.

Action Step 9: Utilize an interventionist to work specifically with special populations to implement a comprehensive RTI program.

1. Interventionist will help provide push in and pull out support for at risk learners, oversee paperwork for Tier II and III students.
2. He/She will work with all stakeholders to help implement student interventions, collect and review data, and support teachers in placement decisions.

Overarching Need 2: There is a need to increase math achievement across all grade levels.

Goal 2: During the FY22 school year, Harmony will increase the percent of students performing at levels 3 and 4 by 3% on the Georgia Milestones in mathematics..

Action Step 1: Utilize contracted services and paraprofessionals for students in need of additional support to increase Math achievement

Action Step 2: Faculty will participate in PLC meetings to discuss student data, progress, and plan for instruction.
(1)Administration will lead the leadership team in defining expectations and scheduling time to plan
(2)Use time in PLC to discuss vertical planning
(3) The schedule will be created so teachers receive additional time during planning to devote to PLC and professional development. (Utilize Academic Coach, RESA Specialist, and contracted leadership coach)

Action Step 3: Provide student/family resources to increase math achievement Parent & Family Engagement
Provide at home activities and strategies to family members through newsletters, curriculum events, parent resource center, Parent Academy, and summer math practice

Action Step 4: Develop common assessments and pacing guides that all teachers will agree on and utilize

Action Step 5: There will be an integration of technology to support the math curriculum. This includes computer software and a learning management system.

Action Step 6: Utilize an interventionist to work specifically with special populations to implement a comprehensive RTI program.

1. Interventionist will help provide push in and pull out support for at risk learners, oversee paperwork for Tier II and III students.
2. He/She will work with all stakeholders to help implement student interventions, collect and review data, and support teachers in placement decisions.

Overarching Need 3: Increase the positive climate of our school.

Goal 2: During the FY22 school year, we will decrease the percent of office referrals by 10%.

Action Step 1: Consistent protocols and expectations will be established.

- (1) Teachers will be familiar with or trained on the terms of Educators Handbook, Talon Token List and School Expectations. Teachers will utilize behavior plans as needed.
- (2) Meetings will be held with counselor and/or assistant principal with students who have repetitive behavioral issues.
- (3) Teachers will model positive learning behaviors.
- (4) Parents will be contacted by preferred method of communication to discuss student behavior. Contact will be made for concerns and positive reasons.
- (5) Leaders will check for fidelity of rewards and consequences. Leaders will set time for interventions for negative behaviors

Action Step 2: Increase instruction of social skills and character education for all students.

- (1) Professional learning will be provided for school staff on meeting the social and emotional needs of all students and in the proactive protocol to communicate positively with children to avoid the need to de-escalate problematic behaviors. Teachers will be instructed on how to properly create a community feeling within the classroom and on how to appropriately address socially/emotionally stressful situations, while instructing students on how to address their personal social/emotional needs as well. Mindset trainers will work with an in-building team who will assume the responsibility for training other members of their grade level on such techniques.
- (2) The administrators will utilize de-escalation techniques when situations arise and will demonstrate the expectation for appropriate use of Mindset. An in-building Mindset team will attend additional trainings to increase the use of Mindset techniques within the school.
- (3) Students will participate in instruction/activities that promote a positive learning environment including but not limited to classroom community and social skills instruction.
- (4) Counselor, CAMP teachers will develop a monthly/seasonal theme related to specific social skills that the whole school will focus on.
- (5) Teachers will meet in round table teams to discuss situational issues regarding student behavior with experts for guidance and training.

Action Step 3: Provide incentives to promote positive student behavior.

- (1) Students will create a list of tangible rewards they would like to receive at school. Teachers and students will decide what rewards they would like to receive for positive behavior.
- (2) Student recognition for good character and being a role model.
Effective Leadership:
(2) The administrators will set expectations for classroom, hallway, lunchroom, playground etc. Administration will set clear behavior guidelines as to how and why students can earn tangible rewards/positive behavior choices across the school.

For a complete copy of the School Improvement Plan or if you have any questions, please contact school Principal Marla Callahan. marlacallahan@pickenscountyschools.org. (706)253-1840.