

Harmony Elementary School

School Improvement Plan At-a-Glance 2020-2021

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

Goal 1: During the FY21 school year, increase the percent of students performing at level 3 and 4 by 3% on the GA Milestones in English Language Arts (ELA).

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

Action Step 2: Faculty will participate in vertical planning meetings to ensure common language is being used.

(1) Administration will lead the leadership team in defining expectations, scheduling time to plan, and creating a vertical planning checklist.

(2) Provide training to teachers on planning vertically.

(3) Develop ongoing Professional Learning Community focused on vertical planning.

Action Step 3: Provide Professional Learning for teachers in the areas of writing and reading instruction.

(1) The Academic Coach 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.

Action Step 4: Provide at home activities and strategies to family members through newsletters, curriculum events, a 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 (K-3). 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.

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

Goal 2: During the FY21 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 vertical planning meetings to ensure common language is being used.

(1) Administration will lead the leadership team in defining expectations, scheduling time to plan, and creating a vertical planning checklist.

(2) Provide training to teachers on planning vertically.

(3) Develop an ongoing Professional Learning Community focused on vertical planning.

Action Step 3: Provide student/family resources to increase math achievement 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.

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

Goal 1: During the FY21 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 monitor behavior by charts, checklists, and documentation.
- (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: Adapt training curriculum for social/emotional development 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 Mindset 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) All staff will implement strategies used in Mindset.
- (4) Students will participate in instruction/activities that promote a positive learning environment including but not limited to classroom community and social skills instruction.

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) 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.

Action Step 4: Provide a character education plan to address student's social and emotional needs. The counselor will provide themed monthly lessons addressing social and emotional needs.

For a complete copy of the School Improvement Plan, please contact Marla Callahan at marlacallahan@pickenscountyschools.org or by phone at 706-253-1840.