



School Improvement Plan 2019-2020 Action Plan



Harmony Leland Elementary

August 21, 2020

DATE REVISED

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
1. Teachers will utilize Benchmark Phonics (Early Literacy Initiative) in grades K-2 to provide specialized instruction and increase reading proficiency.		Title I Funds	a. August	Teachers in grades K-2, Academic Coach
			b. Walkthroughs, 10- day-cycle data reviews for Benchmark Phonics	
2. Teachers will utilize Read 180 and System 44 in grades 3-5 to provide specialized instruction to students and increase reading proficiency.		Title I Funds	a. August	Teachers in grades K-2, Academic Coach
			b. Walkthroughs, 20 day-cycle data reviews for Read 180 and System 44	
3. Teachers will utilize I-Station in grades 3-5 to provide specialized instruction and increase reading proficiency.		Title I Funds	a. August – May	Teachers in grades K-2, Academic Coach
			b. 20- day-cycle data reviews (reports) for I-Station	

EFFECTIVE LEADERSHIP				
GOAL #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Monitor student performance data in phonics and reading taken from 10-day-cycle Benchmark Phonics assessments	N/A	a. August – May	Administration	
		b. Benchmark Phonics Data		
2. Monitor student performance data in phonics and reading taken from the 20-day-data-cycle from Read 180 and System 44	N/A	a. August, December	Administration and Academic Coach	
		b. Read 180/System 44 Reports/Data		
3. Monitor student performance data in phonics and reading taken from the 20-day-data-cycle from I-Station.	N/A	a. August - May	Administration and Academic Coach	
		b. I-station reports and data		

PROFESSIONAL CAPACITY				
GOAL #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
1. Guide and support teachers through the process of utilizing Benchmark Literacy		Title I Funds	a. August	District and Title I Literacy Coach
			b. CCC Minutes, Coach PL Log	
2. Guide and support teachers through the process of utilizing I-station, Read 180 and System 44 data/reports to identify student needs and guide instruction.		Title I Funds	a. August	Academic Coach
			b. CCC Minutes, Coach PL Log	

SUPPORTIVE LEARNING ENVIRONMENT				
GOAL #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
1. Identify students that are not proficient readers and are not utilizing Read 180 or System 44 during the school day and provide after school tutoring using these interventions.		Title I Funds	a. January	Academic Coach and Tutors
			b. Tutoring Rosters and Read 180 logins and data	
2. Identify students that are not proficient readers and provide instructional support utilizing I-Station during the school day.		Title I Funds	a. August	Teachers and Academic Coach
			b. I-Station Data and Reports	

FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Provide workshop to parents of students utilizing I-Station and Read 180/System 44. Review student data and provide tips on how to support their children.	Title I Funds	a. October	Parent Facilitator, Classroom Teachers and Academic Coach	
		b. Parent Flyer, Parent Vue		

STUDENT GROUPS				
Goal #1	Increase the percentage of students achieving at the on or above level Lexile range from 71% to 74% on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
Economically Disadvantaged	After school tutoring will be provided at no cost to students for additional literacy and writing instruction.	Title I Funds	a. January	Academic Coach and Tutors
			b. Tutoring Rosters – Pre and posttest data	
English Learners	The ELL teacher will utilize Lexia to increase reading proficiency.		a. August	ELL Teachers
			b. Lexia Reports	
Race / Ethnicity			a.	
			b.	
			a.	
			b.	
Foster and Homeless	After school tutoring will be provided at no cost to students for additional literacy and writing instruction.		a. January	Academic Coach and Tutors
			b. Tutoring Rosters - Pre and posttest data	
			a.	
			b.	
Migrant			a.	
			b.	
			a.	
			b.	
Students with Disabilities	Students will utilize Read 180 and System 44 to increase reading proficiency.		a. August	Special Education Teachers
			b. Read 180/System 44 Reports	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
			b. Method for Monitoring	
1. Teachers will collaboratively score student writing assessments every 3-4 weeks utilizing common rubrics and provide feedback to students.		Title I Funds	a. September	Teachers and Academic Coach
			b. Data Spreadsheets and Assessment Plan	
2. Teachers will unpack writing standards and develop writing lessons utilizing the Wright Bright Curriculum.		Title I Funds	a. August	Teachers and Academic Coach
			b. PLC Minutes/Training Sign In Sheets	

EFFECTIVE LEADERSHIP				
GOAL #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Provide teachers with collaboration/planning time to plan instruction utilizing the Wright Bright Curriculum and other research-based strategies.	Title I	a. August	Administration	
		b. CCC Minutes		
2. Provide extended planning at least once monthly to allow for collaborative scoring of common writing assessments.	Title I	a. September	Administration and Academic Coach	
		c. Extension Block Schedule, CCC Minutes		
3. Provide all teacher access to the Write Bright Writing Curriculum to allow for consistency in writing instruction delivery.	Title I	a. August	Administration and Academic Coach	
		c. Wright Bright Curriculum		
		b.		

PROFESSIONAL CAPACITY			
GOAL #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Teacher will increase their understanding of writing standards and learn effective instructional strategies in writing through professional development (participation in writing cohort).	Title I Funds	a. October	Academic Coach and District Coach
		b. Sign In Sheets	
		a. Administrative/Coach Meeting Minutes	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Teachers are departmentalized in grades 4 and 5.	N/A	a. August	Teachers
		b. Teacher Daily Schedule/Teacher Rosters	
2.Students will receive tutoring for writing instruction	Title I Funds	a. January	
		b. Tutoring Rosters and Writing Pre-Post Samples/Rubrics	
		b.	

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide parents with weekly questions to ask their students regarding the writing processes. Provide answers to those questions for parents and solicit feedback from parents regarding their child's answer.	Title I Funds	a. August	Parent Facilitator/Academic Coach
		b. Screenshots of Dojo (quarterly)	
2. Provide workshop for parents regarding the Write Bright Curriculum and writing process and provide tips to help their students increase their writing proficiency.		a. Second Quarter	Parent Facilitator/Academic Coach
		b. Parent Vue Reports	
		b.	

STUDENT GROUPS				
Goal #2	Increase the percentage of students that score between 2 and 4 score points by 5% in grades 3, 4 and 5 on the Extended Writing Task in the area of Ideas, Organization and Coherence on the on the English Language Arts End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
Economically Disadvantaged	Provide additional writing instruction during tutoring program.	Title I Funds	a. January	Academic Coach and Tutors
			b. Writing Pre/post data	
			a.	
			b.	
English Learners	ELL teacher will utilize acronyms and vocabulary from Write Bright Curriculum		a. September	ESOL Teachers
			b. Unit Plans	
			a.	
			b.	
Race / Ethnicity				
Foster and Homeless	Provide Homeless Tutors with acronyms and vocabulary from Write Bright Curriculum		a. October - April	Academic Coach
			b. Pre/post Data	
			a.	
			b.	
Migrant			a.	
			b.	
			a.	
			b.	
Students with Disabilities	Special Education Teacher s will utilize the Wright Bright Curriculum		a. August	Special Education Teachers
			b. Unit Plans	

COHERENT INSTRUCTIONAL SYSTEM				
GOAL #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Teachers will be provided with math instructional expectations.	NA	a. August	Teachers	
		b. Receipt of expectations		
2. Teachers will prioritizing math standards and utilize math unit plans.	NA	a. August	Teachers	
		b. Unit and Assessment Plans		

EFFECTIVE LEADERSHIP				
GOAL #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Provide departmentalization in grades 4 and 5.	N/A	a. August	Administration	
		b. Teacher Schedules and Class Rosters		
2. Provide expectations for math instruction.	N/A	a. August	Administration	
		b. Math Expectations		

PROFESSIONAL CAPACITY				
GOAL #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Teachers will participate in weekly collaboration (CCCs).	Title I Funds	a. August	Teachers and Academic Coach	
		b. CCC Minutes		
2. Teachers will participate in weekly professional development.	N/A	a. August	Teachers and Academic Coach	
		b. Academic Coach’ Log		

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide tutoring for additional math support.	Title I Funds	a. October	Tutors
		b. Tutoring Logs/Pre-Posttest	
2. Provide access to math applications.	Title I Funds	a. August	Teachers
		b. Math Application Reports	

FAMILY AND COMMUNITY ENGAGEMENT				
GOAL #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible	
		b. Method for Monitoring		
1. Provide parents with grade math vocabulary resources.	Title I Funds	a. September	Academic Coach Parent Facilitator	
		b. Flyer, school website		
2. Provide parent support using various applications.	Title I Funds	a. October	Academic Coach Parent Facilitator	
		b. Math Application Reports, Parent Workshop Sign-In Sheets, Parent Vue		

STUDENT GROUPS				
Goal #3	Increase the percentage of students that score levels 2-4 by 5% in grades 3, 4 and 5 on the Math End of Grade Assessment as measured by the Milestones Assessments given in April/ May of 2020.			
Evidence Based Action Steps		Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position Responsible
Economically Disadvantaged	Provide free tutoring for additional math support.	Title I Funds	a. January	Academic Coach and Tutors
			b. Tutoring Rosters, Pre-Post Tests	
			a.	
			b.	
English Learners	Provide math vocabulary and grade level units plans to ELL Teachers	N/A	a. September	Grade Level and ELL Teachers
			b. Unit Plans	
			a.	
			b.	
Race / Ethnicity			a.	
			b.	
			a.	
			b.	
Foster and Homeless	Provide free tutoring for additional math support.	Title I Funds	a. January	Academic Coach and Tutors
			b. Tutoring Rosters, Pre-Post Tests	
			a.	
			b.	
Migrant			a.	
			b.	
			a.	
			b.	
Students with Disabilities	Provide math vocabulary, grade level units plans and access to math applications to SPED teachers	N/A	a. September	Grade Level and Special Education Teachers
			b. Unit Plans and Math Application	



FY20 TITLE I SIP REQUIRED QUESTIONS

1. CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA

References: Schoolwide Checklist (3.a., 3.c., 3.d.)

The School Improvement Plan is developed during a one-year period (2019-2020) as outlined in **Sec. 114(b) (1-5) of ESSA**.

(Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

(SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

2. Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

(Local School)

Teachers at Harmony Leland participate in Grade Level and Department collaborative communities. These collaborative communities provide a supportive environment where educators exchange best practices and strategies, analyze data and adjust instructional practices to increase student improvement. Teachers engage in professional development in the following ways:

- Weekly math and language arts professional development provided by Academic Coach
- Monthly videos, articles, presentations regarding best practices at staff meetings
- Teachers set individual goals regarding ways they will improve their professional practice
- Weekly department and grade level collaboration time
- Whole Day collaboration provided once per semester

3. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

References: Schoolwide Checklist (2.iii.d)

All students at Harmony Leland will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At Harmony Leland we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coach. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

4. Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

(Local School)

At Harmony Leland we address the needs of all students in the school in several different ways. We implement PBIS and RTI in order to identify and intervene on behalf of at-risk students. In addition, we also ensure that at-risk students have access to after-school tutoring and/or specialized instruction when necessary.

5. Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

6. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

(Local School)

At Harmony Leland we will support efforts to reduce the overuse of discipline practices by implementing PBIS. Staff members will receive training throughout the school year and will review discipline data throughout the school year with the PBIS Team in order to make informed decisions about our management and discipline procedures. The PBIS team will be available to provide behavioral or management support with a focus on teaching students appropriate behavior so that all students may be more successful in the classroom.

7. Transition:

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

References: Schoolwide Checklist 4c

(Local School)

At Harmony Leland grade level teacher participate in vertical collaboration to discuss “must have skills” for success at the next grade level. Teachers regularly collaborate regarding students that participate in the Pre-School Program and arrange class visits to ease the transition. **As a school, we seek input from families and stakeholders at various times throughout the year to provide input and feedback into our transition practices.**

ADDITIONAL RESPONSES

8. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

