



J. K. Harper Elementary School

CONTINUOUS SCHOOL IMPROVEMENT PLAN

2013 – 2014 School Year

Dr. John D. Barge, State School Superintendent
July 2012

**School Improvement Plan
Team Members**

Name	Position/Role*
Catherine Swain	Principal
Vanessa Singley	Literacy Coach
Venus Mitchell	Kindergarten
Raquel Lundy	First Grade
Kiara Griffin	Second Grade
Kimberly Stewart	Third Grade
Zana Spell	Fourth Grade
Darah English	Fifth Grade
Amelia Parker	Special Education Lead Teacher
Tracy House	Pre-K Parent Involvement Coordinator

CONTINUOUS SCHOOL IMPROVEMENT PLAN

School Name: <i>Harper Elementary School</i>			District Name: <i>Thomasville City Schools</i>		
Principal Name: <i>Catherine Swain</i>			School Year: <i>2013 - 2014</i>		
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		
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:	

School Mission

The mission of J.K. Harper Elementary School is to provide a quality education that promotes lifelong learning for each student.

School Goal

The goal of Harper Elementary School's instructional program is to attain high academic achievement for all students.

Goal 1: Student Achievement

Measureable Goal(s): *Increase by 10 % the number of students meeting or exceeding standards on all CRCTs by Spring 2014.*

Performance Targets:

1. Increase the percent of students passing the ELA/Reading CRCT.

- *Increase the percent of **All Students** meeting/exceeding standards on the CRCT in Reading/ELA from 82.9% to 92.9%.*
- *Increase the percent of **Black** students meeting/exceeding standards on the CRCT in Reading/ELA from 82.9 % to 92.9%.*
- *Increase the percent of **Economically Disadvantaged** students meeting/exceeding standards on the CRCT in Reading/ELA from 83.9% to 93.9%.*
- *Increase the percent of **Students with Disabilities** meeting/exceeding standards on the CRCT in Reading/ELA from 33.3 % to 43.3%.*

2. Increase the percent of students passing the Mathematics CRCT.

- *Increase the percent of **All Students** meeting/exceeding standards on the CRCT in math from 80.0% to 90.0%.*
- *Increase the percent of **Black** students meeting/exceeding standards on the CRCT in math from 79.3% to 89.3%.*
- *Increase the percent of **Economically Disadvantaged** students meeting/exceeding standards on the CRCT in math from 80.6% to 90.6%.*
- *Increase the percent of **Students with Disabilities** meeting/exceeding standards on the CRCT in math from 60.0 % to 70.0%.*

3. Increase the percent of students passing the Science CRCT.

- *Increase the percent of **All Students** meeting/exceeding standards on the CRCT in science from 56.9 % to 66.9 %.*
- *Increase the percent of **Black** students meeting/exceeding standards on the CRCT in science from 57.7% to 67.7%.*
- *Increase the percent of **Economically Disadvantaged** students meeting/exceeding standards on the CRCT in science from 55.0 % to 65.0 %.*
- *Increase the percent of **Students with Disabilities** meeting/exceeding standards on the CRCT in science from 10.0 % to 20.0%.*

4. Increase the percent of students passing the Social Studies CRCT.

- *Increase the percent of **All Students** meeting/exceeding standards on the CRCT in social studies from 61.4 % to 71.4 %.*
- *Increase the percent of **Black** students meeting/exceeding standards on the CRCT in social studies from 61.9 % to 71.9 %.*
- *Increase the percent of **Economically Disadvantaged** students meeting/exceeding standards on the CRCT in social studies from 59.7 % to 69.7%.*
- *Increase the percent of **Students with Disabilities** meeting/exceeding standards on the CRCT in social studies from 10.0 % to 20.0%.*

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Curriculum, Instruction, Assessment	Continue to utilize Learning-Focused Schools model and the Core Common Georgia Performance Standards/Georgia Performance Standards to plan standards-based lessons in all core content areas	August - May	SWGA RESA PD 360 Instructional materials	Principal, Literacy Coach, Teachers, Curriculum Director	Lesson plans/Units Student work with teacher commentary, Focus walks data, Posted standards, Content maps	Teachers can explain how CCGPS impacts instructional planning. Increased performance on summative and formative assessments (CRCT, GKIDS, GWA, ITBS and benchmark assessments).
	Implement with fidelity standards-based classrooms with emphasis on the instructional frameworks. <ul style="list-style-type: none"> • Opening: Present standards/elements, discuss essential questions and activate learning. Use LOTS (language of the standard) and on-going formative assessments. • Work Period: Learning activities or performance tasks aligned to standards. • Closure: Use summarization strategies. 	August - May	SWGA RESA PD 360 Instructional materials	Principal, Literacy coach, Teachers, Curriculum Director	Collaborative planning agendas, Focus walks data, Lesson plans, Curriculum maps, Student work	School leaders and teachers can articulate what standards-based teaching entails. Students can explain what happens during each part of the instructional framework. Students can communicate learning goals.
Curriculum, Assessment, and Instruction	Collect and analyze various type of diagnostic data (DIBELS, state/local benchmarks, STAR Reading and Math assessments, reading and math progress monitoring) to identify students' strengths and weaknesses, to plan and adjust instruction and document students' progress toward mastery of standards.	August - May	Computers, DIBELS materials, Scranton forms, Copy paper, Stop watches, Substitute teachers	SWAT Team, Principal, Literacy Coach, Reading Mentor, Teachers	Grade-level score boards, Diagnostic data reports, Student probes, Progress monitoring data, RTI documents	School leadership, teachers and students can articulate students' strengths and/or weaknesses. Improvement on progress monitoring probes. School staff can discuss plans for remediation and/or acceleration.
	Utilize extended texts to improve students' ability to comprehend informational text, make inferences, and develop critical thinking skills.	August - May	SWGA RESA Extended Texts Coach Books	Principal, Literacy coach, Teachers, Curriculum Director	Lesson plans, Curriculum maps, Class sets of extended texts, Student work	Increased performance on summative and formative assessments (CRCT, ITBS and state/local benchmarks).

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Curriculum, Assessment, and Instruction	Utilize SRA Reading Mastery and Corrective Reading, Scott Foresman, Accelerated Reader Program and DIBELS Differentiated Small Group Kits to enhance and remediate students' reading skills and improve comprehension skills	August - May	Teacher materials & reading kits, AR books, Student workbooks, Student incentives	Principal, Literacy Coach, Reading Mentor, Media Specialist, Teachers	Lesson plans, Flexible grouping chart, Diagnostic assessments, Leveled books, SRA Reading kits, Differentiated instruction kits, Teacher daily schedules	Students use effective reading strategies; Increase in reading fluency/comprehension; Increased performance on diagnostic and growth reports.
	Utilize research-based instructional strategies, such as co-teaching, differentiated instruction, higher order thinking, Fry phrases, vocabulary development activities, performance tasks and problem solving to promote rigor and relevance in the curriculum.	August - May	PD 360	Principal, Literacy Coach, Teachers	Focus walks data, Lesson plans, Units, Assessments, Student work	Leadership and teachers can discuss the impact these research based strategies have on teaching and learning. Increased achievement.
	Supplement math instruction with various resources (iLearn Math, CCGPS Coach Books, Thinkgate, Harcourt technology and GaOAS)	August - May	Coach Books, Scranton forms, Thinkgate, Computers/iPads, Computer Software	Principal, Literacy Coach, Teachers, Computer lab staff member	Lesson plans, Diagnostic reports	Improved student work. Increased performance on formative assessments. Diagnostic reports that reflect student growth.
	Utilize Tier II and III interventions and progress monitoring tools to provide academic and behavioral support to students experiencing difficulties and/or performing below grade level.	August - May	DIBELS Data-bank & materials, Computers, Number Worlds, SRA Corrective Reading & Math	Principal, Literacy Coach, Teachers, Counselor, Data Team, School psychologist	Meeting minutes, Tier II students list, PM data and probes, Students' BIP, Fidelity checks	Leadership and teachers can discuss the impact of interventions on student progress; Improved student work. Decrease in student discipline.
	Utilize the after-school tutorial program for students in grades 3-5 who need additional academic support in math and reading.	January-March	Salaries, Snacks, Teaching materials	Principal, Program coordinator, Teaching staff	Lesson plans Attendance reports Observation	Improved student work. Increased performance on formative assessments.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Professional Learning	<p>Provide ongoing collaborative planning to support data-driven instruction.</p> <p>Provide job-embedded professional learning with a focus on improving teacher instructional practices that impact student achievement.</p>	August - May	SWGA RESA, PD 360, DIBELS, Writer's Workshop, Substitute teachers	Principal, Literacy Coach, Reading Mentor, Teachers	Agendas, Assessment data, Lesson plans, Meeting agendas, Meeting minutes, PL Needs Surveys, PL Logs	Teachers can explain the collaborative planning process and how it supports data-driven instruction. They can articulate how job embedded professional learning supports professional growth.
Leadership	Facilitate the implementation and maintenance of a supportive learning environment for teachers and students through efficient management and organization skills.	August - May	None	Principal, Literacy Coach, Teachers, Counselor	Student Handbook, Teacher Handbook, PBIS Plan, Safety Plan, Meeting agendas (Faculty & Leadership)	Stakeholders can articulate how school is managed. Observation of a supportive school climate.

Goal 2: Parental Engagement

Measureable Goal(s): Increase by 5% parental involvement.

Performance Target:

Fifty percent (50%) of parents will attend a minimum of eight school-sponsored activities.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Student, Family and Community Support	Host school-wide/grade level workshops to encourage parental support of academic and other school-wide initiatives, i.e. CCGPS Workshops (Literacy and Math), PBIS, CRCT, GKIDS and Test-Taking Strategies.	August - May	Parent Materials, Take-Home practice books, Refreshments	Principal, Literacy Coach, Teachers, Family Services Coordinator	Parent sign-in forms, Agendas/Programs	<p>Parent can explain how the school keeps parents informed.</p> <p>Parents articulate how they can reinforce skills and concepts at home.</p>

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Planning and Organization	Provide additional opportunities for parent participation (Open House, PTO Meetings, parent engagement nights, Book Fairs, student performances, student recognition programs, Grandparent's Day, fundraisers, etc.)	August - May	Incentives	Principal, Literacy Coach, Teachers, Family Services Coordinator	Parent sign-in forms, Newsletters, Flyers, Meeting agendas	Parents articulate how they are active participants in their child's education.
	Expand PTO membership to give parents opportunities to coordinate school projects and activities.	August - May	None	Principal, PTO Officers, Family Services Coordinator,	Meeting agendas, Completed projects	Increased parent participation in PTO meetings and activities.
Student, Family, and Community Support	Collaborate with local businesses to provide rewards and incentives for student accomplishments and door prizes for parents.	August - May	Incentives	Family Services Coordinator, Business partners, Principal	Program agendas, Parent-sign in forms, Records of rewards and incentive given to students and parents.	Increased performance on formative and summative assessments.
	Extend the school-home literacy program by providing affordable books for parents to purchase in an effort to increase the number of books available in the home.	January - May	Books	Principal, Media Specialist, Literacy Coach	Records of number of books ordered and sold.	Increase in reading comprehension. Increase in number of students meeting monthly reading goals.
	Utilize newsletters, flyers, progress reports, teacher/school websites and agendas/communicators to facilitate communication between school and home.	August - May	Colored Paper, Copier, Home-School Communicators, Student Planners	Principal, Literacy Coach, Teachers, Family Services Coordinator	Newsletters/flyers Progress reports Report cards Parent Conference Logs Parent Contact Logs	Parents and students will explain grade-level expectations. Parents articulate how their child is progressing toward meeting standards.
	Continue to utilize the Georgia School Advisory Council and Parent Advisory Council to provide opportunity for shared decision-making.	Ongoing	Refreshments, Paper products	Principal	Meeting notices, Meeting agendas, Meeting minutes, Sign-in Logs	Stakeholders articulate school goals and areas of improvement

Goal 3: Health and Wellness

Measureable Goal(s):

Increase health, nutrition and physical education opportunities for all students through the school nutrition program and health/physical education classes as mandated by Georgia state law.

Performance Target:

One hundred percent of students in Grades 1-5 will be administered the *FitnessGram* each year.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Curriculum, Instruction	Utilize Health MPowers materials to provide students with information, skills, resources, and motivation necessary to take responsibility for their own health.	August – May	Teaching materials	Principal, PE Teacher, Teachers, Cafeteria Staff, School Nurse	Lesson Plans Student Work	Students making healthier choices. Physically fit students.
	Utilize the physical education program to provide physical activity to students for a minimum of two times per week.	August – May		Principal, PE Teacher	Lesson Plans SPECIALS Schedule	Students make physical fitness a part of their daily routine. Improved physical fitness of students.
Planning and Organization	Utilize classroom teachers to provide additional physical activity through structured recess.	August – May		Principal, Classroom Teachers	Lesson Plans	Students can explain how structured recess impacts their level of physical fitness.
	Utilize school lunch staff to provide nutritionally balanced meals and snacks (fresh fruit or vegetable) for students.	August – May		Director of Food Services, Cafeteria Staff	Choice Menus	Healthier meal choices. Physically fit students
Student, Family, and Community Support	Continue utilization of newsletters, such as <i>Nutrition Nuggets</i> , to increase awareness of health-enhancing behaviors and the benefits of a healthy lifestyle	August – May		Principal, Teachers	Newsletters	Students/families make healthier food choices. Physically fit students

College and Career Ready Performance Index

Elementary School Model: Grades K-5

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate $\geq 95\%$).
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate $\geq 95\%$).
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate $\geq 95\%$).
4. Percent of students scoring at Meets or Exceeds in science (required participation rate $\geq 95\%$).
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate $\geq 95\%$).

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs.
 7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day.
 8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate $\geq 95\%$).
 9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650.
 10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850.
 11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013).
 12. Student Attendance Rate (%).
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PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 4 courses in core content areas (ELA, mathematics, science, social studies) (optional in 2012; required 2013 and beyond)
14. Percent of CRCT assessments scoring at the Exceeds levels.

Exceeding the Bar: a Companion to the College and Career Ready Performance Index for Elementary Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 1 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science and social studies).
2. Percent of students earning a passing score in world language courses.
3. Percent of students earning a passing score in fine arts courses.
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification.
5. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017).
6. Percent of students in grades 1-5 with a fully documented *Fitnessgram* assessment.
7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: **examples include but are not limited to**-participation in Charter System status, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Governor Deal’s Early Literacy Initiative, comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports (PBIS)
8. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to**-comprehensive Teachers as Advisors program; comprehensive mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning programs; peer mediation; conflict mediation. (operational in 2013-2014)

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

1. School’s average score on the Georgia Teacher Effectiveness Measurement
2. School’s average score on the Georgia Leader Effectiveness Measurement