



# 2020 - 2021

## Local School Plan for Improvement

### B. B. Harris Elementary School

Erin Hahn, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

#### • Long Term Goal

Our goal at Harris Elementary School is to increase the percentage of students performing in the Proficient and Distinguished levels on the Georgia Milestones Assessment for English/Language Arts and Mathematics to 100%.

#### o Annual Goal

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in literacy as measured by an increase in the percentage of students in Grades K-5 scoring in the proficient and distinguished categories of the District Assessments Post-tests in Language Arts and an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment in Language Arts.

District Assessments (DA):

K: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 65% to 70%.

1st: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 39% to 43%.

2nd: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 42% to 46%.

3rd: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 70% to 73%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 51% to 55%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 27% to 32%.

Georgia Milestones (GMAS):

3rd: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 55% to 60%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 58% to 62%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 52% to 59%.

(\*Due to COVID-19 these data from the 18-19 SY are used for comparison purposes.)

#### Implementation Design

##### • Building Parent Capacity

The Parent Center, Instructional Coach and administration will support literacy development through parent workshops and events. Resources will be available for check-out from the Parent Center, and tables will be set up at events with appropriate materials. Several events will be planned over the course of the year to support parents including Curriculum Night, which introduces parents to the AKS for each grade level for the year, and Literacy Night, which highlights reading strategies that can be used at home.

A quarterly newsletter will be sent home including reading strategies and suggestions for parents. The Literacy Team, including the Media Specialist and Instructional Coach, and the Parent Center will work together to partner with parents. Videos will be posted on the website that supports parents in using the technology tools available for additional practice on instructional skills at home. There will be an increased focus this year on the use of digital resources to support instruction.



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- **Collaborative Planning**

Collaborative planning will occur on Tuesdays with all grade levels when we are in-person. During Digital instruction collaborative planning will occur before school on Mondays. During these meetings administration, the LSTC, the instructional clerk, and the media specialist will provide support to teachers. The Plan-Do-Check-Act will provide the framework for the planning sessions as teachers work to address the following questions: What do we want students to know? How will we teach them? How will we know if students have mastered the AKS? What will we do if they don't master the AKS and how will we enrich the learning of students that have mastered the AKS?

Data will be frequently reviewed during planning sessions and AKS will be selected for remediation and support. Data from formative and summative sources will help group students into guided reading and strategy groups.

- **Extended Learning Time**

The extended learning time program will happen before or after school to support academically at risk students in the area of reading (January - March).

- **Imagine Learning**

During the school year, EL students will actively participate in the use of Imagine Learning as a supplemental learning tool assisting the student with learning English. To begin this implementation, teachers will participate in fall kick-off professional learning enhancing their use of the program's ACTION AREAS and developing student specific PLAY

LISTS. Teachers will also review EL students' progress and intervene with resources to extend classroom learning. Students have access to this digital tool from both school environments and home for the entire school year, including summer months.

Parents will be notified of this supplemental program (Imagine Learning) through notification letters sent home within the first thirty days of school. In addition, parents will be encouraged to attend a district hosted Imagine Learning support night, assisting parents with home use of the program.

- **Integrated Professional Development**

Teachers will attend six 4 week sessions of professional development that centers around literacy topics (determined by previous LSPI data, teacher survey data, and best practices). Sessions will focus on scientifically-based instructional strategies and will align to the GTES performance standards. Session will also focus on integrated technology and modified instruction to meet the needs of their EL learners.

- **Kindergarten Academy**

Kindergarten Academy will be offered in the summer to rising Kindergarten students. The program will be focused on foundational literacy skills (letters, sounds, sight words).



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- **Workshop Model**

There continues to be a focus on the consistent implementation on the workshop model for digital and in-person instruction. Teachers will incorporate components of the workshop model for reading and writing instruction: a mini-lesson, guided reading and writing, and summarizing. Units of Study will be the foundation for writing instruction. The master schedule includes time for reading and writing instruction, including time for an interactive read-aloud. Professional Development and collaborative planning will focus on improving literacy instruction. Imagine Learning will be used across the school to improve literacy skills.

- o **Annual Goal**

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in Mathematics as measured by an increase in the percentage of students in Grades K-5 scoring in the proficient and distinguished categories of the District Assessments/SPG Post-tests in Mathematics and an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment in Mathematics.

District Assessments (DA):

- K: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 85% to 88%.
- 1st: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 91% to 93%.
- 2nd: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 71% to 75%.
- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 71% to 75%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 66% to 70%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 59% to 64%.

Georgia Milestones (GMAS):

- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 72% to 75%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 72% to 75%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 52% to 59%.

(\*Due to COVID-19 these data from the 18-19 SY are used for comparison purposes.)

### Implementation Design

- **Building Parent Capacity**

The Parent Center, Instructional Coach and administration will support mathematics development through parent workshops and events. Resources will be available for check-out from the Parent Center, and tables will be set up at events with appropriate materials. Several events will be planned over the course of the year to support parents including Curriculum Night, which introduces parents to the AKS for each grade level for the year, and Math Workshops, which highlight math strategies that can be used at home. There will be increased attention on digital tools parents can use at home to support math.



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- **Collaborative Planning**

Collaborative planning will occur on Tuesdays with all grade levels once students return to school. During digital instruction, collaborative planning will be on Monday mornings. During these meetings administration, the LSTC, and the instructional clerk will provide support to teachers. The Plan-Do-Check-Act will provide the framework for the planning sessions as teachers work to address the following questions: What do we want students to know? How will we teach them? How will we know if students have mastered the AKS? What will we do if they don't master the AKS and how will we enrich the learning of students that have mastered the AKS?

Data will be frequently reviewed during planning sessions and AKS will be selected for remediation and support. Data from formative and summative sources will help group students into guided math and strategy groups.

- **Extended Learning Time**

The extended learning time program will happen before or after school to support academically at risk students in the area of math (January - March).

- **Imagine Learning - Math Program**

During the school year, EL students will actively participate in the use of Imagine Learning as a supplemental learning tool assisting the students with learning math skills. To begin this implementation, teachers will participate in fall kick-off professional learning enhancing their use of the program's ACTION AREAS and developing student specific PLAY LISTS. Teachers will also review EL students' progress and intervene

with resources to extend classroom learning. Students have access to this digital tool from both school environments and home for the entire school year, including summer months.

Parents will be notified of this supplemental program (Imagine Learning) through notification letters sent home within the first thirty days of school. In addition, parents will be encouraged to attend a district hosted Imagine Learning support night, assisting parents with home use of the program.

- **Workshop Model**

There continues to be a focus on the consistent implementation on the workshop model for digital and in-person instruction. Teachers will incorporate components of the workshop model for math instruction: a mini-lesson, guided work, and summarizing. The master schedule includes time for math instruction. Professional Development and collaborative planning will focus on improving math instruction. Imagine Learning will be used across the school to improve math fluency skills.



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#### o Annual Goal

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in Science and Social Studies as measured by an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the District Assessments/SPG Post-tests and an increase in the percentage of students in Grade 5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment.

#### SCIENCE

District Assessments (DA):

3rd: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 44% to 48%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 63% to 67%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 74% to 78%.

Georgia Milestones (GMAS):

5th: Increase the percentage of students scoring Proficient/Distinguished on the Science GMAS from 55% to 63%.

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#### SOCIAL STUDIES

District Assessments (DA):

3rd: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 20% to 25%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 37% to 42%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 37% to 42%.

Georgia Milestones (GMAS):

5th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies GMAS from 46% to 50%.

(\*Due to COVID-19 these data from the 18-19 SY are used for comparison purposes.)

#### Implementation Design

##### • Building Parent Capacity

The Parent Center, Instructional Coach and administration will support content areas development through parent workshops and events. Resources will be available for check-out from the Parent Center, and tables will be set up at events with appropriate materials. Several events will be planned over the course of the year to support parents including Curriculum Night, which introduces parents to the AKS for each grade level for the year, and a STEM Night, which highlights strategies that can be used at home. Digital resources will be shared with parents that support content development.

##### • Collaborative Planning

Collaborative planning will occur on Tuesdays with all grade levels. During these meetings administration, the LSTC, and the instructional clerk will provide support. The Plan-Do-Check-Act will provide the framework for the planning sessions as teachers work to address the following questions: What do we want students to know? How will we teach them? How will we know if students have mastered the AKS? What will we do if they don't master the AKS and how will we enrich the learning of students that have mastered the AKS?

Data will be frequently reviewed during planning sessions and AKS will be selected for remediation and support. Data from formative and summative sources will help group students into guided reading and strategy groups.



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- **Hands on Instructional Resources**

Teachers will be provided with Instructional Resources to support STEM and Social Studies Instruction. Social Studies Weekly will be utilized in grades 1, 4 and 5.

- **STEM Special**

We will offer a STEM special that provides project based learning opportunities for students. They will also be introduced to coding and robotics.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in The Plan/The Promise.