Comprehensive Needs Assessment
2019 - 2020 School Report

Walton County
Harmony Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Barbara Griffieth
Team Member # 2	Assistant Principal	Theodoris Gibbs
Team Member # 3	Instructional Coach	E'Manita Creekmore
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		

Additional Leadership Team

	Position/Role	Name
Team Member # 1	1st Grade Teacher	Candi Morris
Team Member # 2	3rd Grade Teacher	Joan Katsegaines
Team Member # 3	EIP Teacher (3-5)	Vanita Bradley
Team Member # 4	Cindy Conner	DEES
Team Member # 5	Rhonda Brown	Special Education Instructional Specialist
Team Member # 6	Stacy Wyatt	Kindergarten
Team Member # 7	Liza Rachel Peters	Media Specialist
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Jessica Fox
Stakeholder # 2	Communities in Schools	Tina Titshaw
Stakeholder # 3	Parent/PTSO	Nicole Malcolm
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The plan will be shared with stakeholders through email and/or face to face meetings

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 - Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 - Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 - Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 - Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 - Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 - Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 - Provides timely, systematic, data - /bdriven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 - Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	✓
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 - Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 - Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 - Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 - Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 - Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 - Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	✓
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 - Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	✓
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 - Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 - Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 - Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 - Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 - Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	✓
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 - Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 - Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 - Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 - Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	✓
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 - Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 - Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 - Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 - Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 - Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 - Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use?	AdvancEd Parents and Student Engagement Surveys, GA Department of Education Student Health Surveys, Teacher Climate and Culture Surveys

What does the perception data tell you?	The Georgia Department of Education Parent Survey shows that 89.66% of parents perceive the learning environment to be safe and supportive of their children. According to the Climate and Culture Parent Survey, 79% (49) of respondents stated that the interactions they have with staff is respectful, 69% (43) stated it is supportive and 55% (34) stated it is helpful. At HES, we believe in the importance of building relationships with the parents/guardians of our students. According to the Student Engagement Survey, HES students understand that rules are necessary in order to keep them safe at school. Overall, 95% of students have a positive perception of school rules. 36% of the students responded that school rules help them make good choices, and 16% indicated that rules help them know the acceptable expectations. 43% of the students stated that school rules help me be a good student. When asked about how they feel about their teachers, 46% (117 students) responded that their teachers help them to learn. 37% (94) students believe that their teachers care about them. Harmony Elementary School maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning. The school operates under governance and leadership that promote and support student performance and school effectiveness. Teachers participate in targeted professional learning activities designed to meet the individual needs of their students. 93% of teachers completing the Teacher Inventory survey stated that they frequently and regularly participated in professional development. According to the Teacher Climate and Culture Surveys and Teacher Inventories, student achievement data is used to modify and adjust materials and lessons for students [88% (Almost always 78% and Often 10%]. 93% of teachers use formative assessments to monitor students' progress (Frequently and regularly 78%, and Regularly but not frequently 15%). 88% of respondents use a variety of assessment types, including locally developed and State, to assess students understanding of content (85% Frequent and regularly and 8% Regularly but not frequently).

What process data did you use?	Georgia School Performance Standards/Elements, Pacing Guides and Maps, STAR Reading and Math Benchmark Assessment Results, EIP student's results from Read 180, System 44 and IRead Reading Inventory Tests; as well as PBIS.

What does your process data tell you?	STAR Reading Benchmark Tests are administered 3 times per year Fall, Winter and Spring to students in grades 1st-5th 28.2 % of the students are performing below grade level 34.8 % of students are performing in the developing Level 36.8 % of the students are performing in the proficient level Harmony Elementary School needs improvement in the area of English Language Arts. Specifically, in area of reading comprehension and Lexile Levels. The school has been using a school wide reading resource Journeys for only one year (2018-2019). Students perform higher in the area of Math and has historically performed better (this is attributed to having MyMath Curriculum for the past three years). STAR Math Benchmark Tests are administered 3 times per year Fall, Winter and Spring (1st-5th) 21% of the students are performing below grade level 41% of students are performing in the developing Level 38% of the students are performing in the proficient level Harmony Elementary School served 215 students in the EIP (Early Intervention Program) program for the school year 2018-2019. Using the researched based programs Read 180, System 44, and IRead with fidelity, the students made significant academic gains in reading comprehension. Using the RI, (Reading Inventory Test), given 3 times a year, the expected growth should reflect an average growth of 140 Lexile points per year. Our students had an average of 165 Lexile points gained. This is more than one year's worth of reading growth; however, these students are still performing below their peers and scored at the developing learner level on the ELA preliminary data of the Georgia EOG Milestones test. **PBIS State Reportable Incidents** Total # of Students with 0-1 State Reportable ODRs 783 out of 797 (2018-2019) 98.24 Total Incidents: 2018-2019 = 89 (-37.32% from 2017-2018:62) Total number of ISS Days 2017-2018: 25; 2018-2019: 44. There was an increase in the number of students being assigned to ISS. Harmony became a PBIS school in 2018-2019 . Total number of OSS Days in 2017-2018 was 35 days. The school saw an increase in the number of OSS Days during the 2018-2019 school year up to 44. **There is a need to work on Social and Emotional Skills of students to prevent loss of instructional time due to ODRs.**

What achievement data did you use?	Georgia Milestones Data (2018) The Governor's Office of Student Achievement (GOSA)

What does your achievement data tell you?	Historical data shows that the CCRPI scores of Harmony fluctuates from year to year. HES College and Career Ready Performance Index (CCRPI) scores are as follows: 2013-CCRPI 78.0; 2014-CCRPI-64.5 (Summative test changed from CRCT to the Georgia Milestones End of Grade Assessment). 2015-CCRPI score increased to 67.8. The 2016 CCRPI score dropped to 58.1. The 2017 CCRPI score was 66.5. The 2018 CCRPI are not comparable to any prior year. The current score under the new Redesigned model for HES is 71.2. Content Mastery: (Grades 3-5 Georgia Milestones End of Grade Assessment) measures whether the students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English Language Arts, mathematics, science, and social studies. HES' score of 59 in Content Mastery is lower than both the District (71.2) and the State (65.7). ELA 58.83 Math 66.57 *Science 42.80 *Social Studies 53.39 [*5th Grade Students Only] Progress: measures how much growth students demonstrate in English Language Arts and mathematics and how well English learners are progressing towards English language proficiency. Content Area scores are as follows: English 66.98 Math 79.31 Student Growth Percentiles (SGPs): measures how much growth students demonstrated relative to academically-similar students. HES : 73.1% District: 86.9% State: 84.4%

What demographic data did you use?	The Governor's Office of Student Achievement GA School Grades Report Card

What does the demographic data tell you?	The demographic data indicates that Harmony Elementary School has an enrollment of 661 students (K-5). • 50% of students are African-American (State of Georgia 38.3%) • 42% of students are White (Georgia 37.0%) • 4% of students are Hispanic (Georgia 16.2%) • 3% of students are Multi-racial • 84.5 % of students are Economically Disadvantaged: Walton County School District ED percentage is 28% the State of Georgia 65.1% • 9% of students are Students with Disabilities (Walton County 9% and

What does the demographic data tell you?	Georgia 13.0%) • 3% of students are English Language Learners (Walton County 4% and the State of Georgia 9.7%)

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: HES uses systematic, collaborative processes so that teachers, staff and leaders share an understanding of standards, curriculum, assessment and instruction. Provides a supportive and well managed learning environment and use research based instructional practices that positively impact student learning. Challenges: Staff members use appropriate, current technology to enhance learning however; students are not using the technology for collaboration, research, design, creativity, or problem solving. Some teachers use the language of the standards and provide students with specific, timely, descriptive feedback on their performance; however, students do not monitor their own progress and learning.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: The administration at HES is focused on sustaining and fostering relationships with students and staff. Administrators provide ongoing support for teachers and staff by attending team meetings, professional learning, and data meetings. The principal builds leadership capacity through shared decision-making and problem solving. The Leadership team meets monthly at the beginning of school (quarterly after the first nine weeks) to make decision that will impact and improve student achievement. Administrators monitor and evaluate the performance of teachers and other staff using multiple data sources. Teachers and staff are given timely and descriptive feedback related to performance through face-to-face meetings as well as through walk-through and Formative Evaluations. The school shares a common vision and mission that defines and guides the continuous improvement process. Harmony Elementary School has high expectation of all stakeholders. The mission of the school is to provide a safe and challenging learning environment where respectful, independent students become lifelong learners. Challenges: One area in need of improvement is regularly monitoring of the school improvement plan by not only leadership, but the school leadership team as well.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths: HES staff participates in shared decision-making and problem-solving by using collaborative teams. Teams meet every week to collaborate, plan and discuss curriculum/instruction, kid-talks, and other school business. Teachers are members of the Leadership Committee (the committee meets to discuss and gather information about school matters, school improvement, academic and social needs). HES uses a variety of data such as STAR Reading & Math Benchmarks, Rigby Reading Assessments, and observations/feedback of teachers in order to identify professional learning needs. Ongoing support is provided through differentiated professional learning with Administration and the Instructional Coach. Some of the professional learning topics were Guided Reading, Guided Math, reading strategies, integration of content areas, and writing across the curriculum. Challenges: HES staff members participate in professional learning; however, there is some work that needs to be done in the area of action research, analysis of student work and online networks.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	HES is fully-committed to Family and Community Engagement . HES welcomes, invites and encourages families to connect with the school. HES uses the school web page, marquee, newsletters, and phone calls in an effort to provide numerous opportunities for family members to become actively engaged in school- related events. HES provides opportunities for the community and families to participate in Curriculum Night, Title I Meetings, Fall Festival, Grandparents Day, Awards Programs, Literacy and Math Nights (take and make events for the entire family).

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths- HES provides a supportive and well-managed learning environments that is conducive to teaching and learning. The school promotes consistent student engagement. According to Student Inventory Survey for Elementary School, 90% of the students responded that they set learning goals, 95% responded that they work in pairs and small group in order to complete assignments. 97% of HES 3rd, 4th and 5th graders feel they are provided with the necessary resources and materials to be successful. 87% of the students indicated that they receive feedback from teachers and peers to enhance understanding of the lesson. Challenge- HES will establish a learning environment that empowers students to actively monitor their own progress by engaging students in self-reflection and self monitoring.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	As of May 2019, Harmony Elementary School has an enrollment of 705 Pre-Kindergarten through fifth grades students. According to the Ethic Distribution report, 51% of the students are African American/Black, 42% White, 4% Hispanic and 3% Multi-racial. According to Free and Reduced Lunch Data Report, 83% of the school's Kindergarten through fifth grade students were eligible for free or reduced lunch benefits. HES has the second highest number of students receiving free or reduced lunch in Walton County.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Harmony Elementary School 's results from the Georgia Milestones EOG were as follows: 72.3% of students scored in the developing or above range in ELA, 84.2% of students scored in the developing or above range in math, 55.1% of students scored in the developing or above range in Science, and 72.9% scored in the developing or above range in Social Studies. HES CCRPI score was 71.2 in 2018 (State of Georgia Title I 76.3% CCRPI).
	According to the 2017-2018 CCRPI data, 3rd Grade African American students scoring in the Proficient learner or above was 29%. White students performing in the Proficient learner or above was 65%. 4th Grade African American students' reading was 23% and White students' score was 48%. 5th Grade African American students' reading score was 19% and White students 47% . 5th Grade African American/Black students' proficiency/distinguished rate in Science was 10% compared to their White peers 40%. 5th Grade African American/Black students' Social Studies scores was a little higher than Science- 12%. White students' Social Studies score was 42%.
	Areas in Need of Improvement
	School Literacy rate is 48.92% as compared to the State of Georgia 's Literacy rate of 50.65%. White Students-61.38%; Black Students: 34.84%; Economically Disadvantaged Students: 43.24% and Students with Disabilities: 10.71%
	Harmony Elementary School needs improvement in the area of English Language Arts. Specifically, in area of reading comprehension and Lexile Levels. Areas of growth opportunities include, closing the achievement gap between White and African- American students. According to EOG data, there currently exist on average a thirty point gap in ELA between African American students and White students. (In grade 3-5, 53.3% of our White students were proficient in ELA in comparison to 23.6% of African - American students. Other growth opportunities include a need to make improvement in the performance of all students in the areas of Science and Social Studies.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Special Education students are served in resource setting using Wilson Reading daily as well as receive support from para-professionals. English Language Learners were served at Monroe Elementary School during the 2017-2018 School Year. Economically Disadvantage Students received 90 minutes of ELA/Reading and Math Instruction (Guided Reading/Guided Math and Whole Group Instruction as well as Early Intervention Program). Strengths: **All subgroups are moving towards English Language Proficiency**: HES 73.1%; District 86.9% and the State 84.4% All subgroups are showing growth levels of between 41-99%. Black Students 46.22%; White Students 52.13%; Economically Disadvantaged 45.88% and Students with Disabilities 45% Growth. **Closing the Gaps**: HES score was 83.3 points in this category out of a possible 100 points (higher than the District (69.4) and lower than the State (85.0). HES received green flags in math for both ED and SWD. Black Students, Economically Disadvantage and Students with Disabilities earned green flags in ELA.

Challenges	Black Students, Economically Disadvantage and Students with Disabilities have consistently scored below their higher performing peers (White and All students) in the areas of English Language Arts and Math. The ELL population had too few students participation to obtain a score. ELA Performance : **All Students** (sub group) 27.66% of the students were performing as Beginning Learners; 32.83% Developing Learners; 33.74% Proficient Learner and 5.8% Distinguished learners**. Black** Students performance: 36.71% Beginning learners; 38.61% Developing learners; 22.15% Proficient learners and 2.53% Distinguished learners. **Economically Disadvantage** Students performance : 31.82% Beginning learners; 34.83%, Developing learners, 30.68% Proficient learners and 2.65% Distinguished learners. **Students with Disabilities**: 61.76% are beginning learners; 11.76% developing learner; 26.47% proficient learners; there were no students performing as distinguished. **White Students** 20.27%-Beginning Learners; 25.00% Developing Learners; 44.59% Proficient Learners and 10.14% Distinguished Learners. Like the performance of English Language Arts, Math Performances mirror the English Language Arts with **White Students** out performing all subgroups. 11.49% of the students were Beginning Learners; 32.43% Developing, learners . 44. 59% were Proficient Learners and 11.49% were Distinguished Learners. **Black Students** 20.25% Beginning Learners, 53.16% Developing Learners;

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

> **Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.**

Challenges	23.42% Proficient Learners and 3.16% Distinguished Learners. **Economically Disadvantaged Students** 17.42% Beginning Learners**;** 47.35% Developing Learners; 31.06% Proficient Learners and 4.17% Distinguished Learners. **Students with Disability** 35.29% Beginning Learners; 41.18% Developing Learners; 23.53% Proficient Learners and 0.00% Distinguished Learners.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	To increase and improve the Literacy rate of Black Students, Economically Disadvantaged Students, and Students with Disabilities in the area of reading comprehension.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Improve the entire student body (All Students) performance in Content Mastery of ELA as measured by Georgia Milestones EOG from current 59% to 65%.

Overarching Need # 2

Overarching Need	To improve mathematical reasoning and problem solving skills of Black Students, Economically Disadvantaged Students, and Students with Disabilities.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Improve ALL students performance on the mathematical portion of the Georgia Milestones End of Grade Assessment from current 66% to 68% of students performing at the developing learner or above.

Overarching Need # 3

Overarching Need	Reduce Office Referrals
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Reduce the loss of classroom instruction by reducing the number of students who are removed from classroom due to negative discipline.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> **Overarching Need - To increase and improve the Literacy rate of Black Students, Economically Disadvantaged Students, and Students with Disabilities in the area of reading comprehension.**

Root Cause # 1

Root Causes to be Addressed	Deficit in phonemic awareness, fluency, vocabulary development and Comprehension
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	Purposefully and intentionally focus on word study and vocabulary development to close the word gap that exist between low income students and more affluent students.

Root Cause # 2

Root Causes to be Addressed	Lack of Oral Language Development in students age 0-4 prior to entering school (limited vocabulary). Kindergarten students living in poverty often enter school lacking critical language, math and social skills.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No

Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Need parents and community support to get children enrolled in a Head start, day care or pre-school setting prior to entering kindergarten.

Overarching Need - To improve mathematical reasoning and problem solving skills of Black Students, Economically Disadvantaged Students, and Students with Disabilities.

Root Cause # 1

Root Causes to be Addressed	Lack of conceptual math skills and a deficit in mathematical reasoning and problem solving.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	Increase students ability to solve mathematical problem by moving from basic computational skills and number concepts to complex ideas: reasoning, predicting, evaluation and solving problems.

Overarching Need - Reduce Office Referrals

Root Cause # 1

Root Causes to be Addressed	Lack of Social and Emotional Skills
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	Maximize academics and social behavior practices of all students (Self Awareness, Self Management, Responsible Decision Making, Social Awareness, and Relationship Skills).

GaDOE
Georgia Department of Education

School Improvement Plan
2019 - 2020

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

Supportive Learning Environment

Family & Community Engagement

READY TO LEARN · READY TO LIVE · READY TO LEAD

WHOLE CHILD

Walton County
Harmony Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
School Name	Harmony Elementary School
Team Lead	Barbara Griffieth

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase and improve the Literacy rate of Black Students, Economically Disadvantaged Students, and Students with Disabilities in the area of reading comprehension.
Root Cause # 1	Deficit in phonemic awareness, fluency, vocabulary development and Comprehension
Root Cause # 2	Lack of Oral Language Development in students age 0-4 prior to entering school (limited vocabulary). Kindergarten students living in poverty often enter school lacking critical language, math and social skills.
Goal	HAP : Improve Literacy Readiness- At least 70% of students in grade 3-5 will score at the Developing Learner or Above on the Georgia Milestones English Language Arts (EOG) Assessment.

Action Step # 1

Action Step	Create a Balance Literacy Program (90 minutes of Instruction). Place a greater emphasis on phonics, phonemic awareness, fluency, vocabulary, synthesizing information across texts, Speaking and Writing.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Throughout the school year Fall/Winter/Spring Benchmarks
Position/Role Responsible	Teachers/Instructional Coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 2

Action Step	Explicit teaching of reading strategies[through the use of mentor text, mini lessons, small flexible and fluid groups(that are based on the instructional reading levels of students) Cooperative Learning groups (Speaking and Writing] High-impact Literacy Approaches: reciprocal teaching, peer tutoring, questioning, Close reading, self questioning and Metacognitive strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Throughout the school year STAR 360 Reading/Reading 180 and System 44 Reading SRI Assessments
Position/Role Responsible	Teachers (EIP &Title I Teachers) Administration
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 3

Action Step	K-5 teachers will participate in Professional Learning in the areas of teaching reading and writing and conversation-based instruction
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom observation, Assessment Data (STAR Reading/Read 180/System 44/ELL
Position/Role Responsible	Instructional Coach/Administration
Timeline for Implementation	Others : Weekly/Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 4

Action Step	Parents will participate in Curriculum Night and Family Literacy Night.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Sign in Sheets Results from Benchmark Assessments
Position/Role Responsible	Instructional Coach/Administration and teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve mathematical reasoning and problem solving skills of Black Students, Economically Disadvantaged Students, and Students with Disabilities.
Root Cause # 1	Lack of conceptual math skills and a deficit in mathematical reasoning and problem solving.
Goal	HAP: At least 70% of Students in grades 3-5 will score at the Developing Learner or Above on Georgia Milestones Mathematics EOG Georgia Milestones Assessment.

Action Step # 1

Action Step	Increase the students abilities to solve word problems as well as their written responses to questions about the mathematical process used to solve problems.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Though-out the school year STAR 360 Math and Benchmark Assessments
Position/Role Responsible	Teachers and Instructional Coach
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 2

Action Step	Increase the use of technology during math instruction (real world application) and to improve benchmarks and State testing results.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Throughout the school year STAR Math and Benchmarks
Position/Role Responsible	Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 3

Action Step	Provide Cognitive Guided Mathematical Instruction (Professional Development classes) to help teachers develop both content and pedagogical skills to enhance their instruction by providing them with the necessary skills to use concrete, representational and abstract models during the teaching of math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Throughout the school year STAR Benchmark Results/Sign in Sheets
Position/Role Responsible	Teachers/Instructional Coach/Consultant
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

Action Step # 4

Action Step	Provide training to parents on methods and strategies they can use to help their children with math at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Quarterly or as requested Sign in Sheets
Position/Role Responsible	Teachers/Instructional Coach
Timeline for Implementation	Others : As requested/yearly

What partnerships with IHEs, business, Non-Profits,	

Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce Office Referrals
Root Cause # 1	Lack of Social and Emotional Skills
Goal	Decrease the number of days students are assigned to ISS and OSS by 10%

Action Step # 1

Action Step	Implement PBIS with fidelity school-wide
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWISS Data
Position/Role Responsible	Assistant Principal
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	The Title I plan was developed with the involvement of members from all stakeholder groups at meetings, by email, and through sharing of documents through Google.

2 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.	One-hundred percent of teachers at the school meet Professional Qualifications requirements established by the Walton County School District. Principals will closely monitor teaching assignments to ensure that teachers are only teaching subjects in their field. Each school year (or semester), schedules of at-risk students, particularly low-income (ED) and minority (Black, Hispanic, Asian) will be reviewed to ensure that these students are not repeatedly scheduled into classes taught by the least effective or least experienced teachers in the school

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Title I funds are used to employ additional staff (teachers and/or paraprofessionals) who support struggling learners in the areas of Reading and/or Mathematics. These staff may pull students for small group or one-on-one tutoring or may push into classrooms to provide support. Students may participate in Read 180 or System 44 to address decoding or comprehension issues. At present, the school has no students living in institutions for neglected or delinquent children.

4 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	N/A- The district des not have any Targeted Assistance Programs.

4 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.	N/A- The district des not have any Targeted Assistance Programs.

5 If applicable, 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.	Harmony Elementary School uses the Georgia Bright from the Start GELDS Standards to teach 44 (4 year old) Pre-kindergarten students. These students receive instructions that is appropriate for their developmental levels. The children are able to transition into kindergarten without many difficulties and perform higher than other kindergarten students who have not received support from birth to five years old. Local Head-start programs bring their children over to Harmony to visit the facility so that the upcoming kindergarten students will be familiar with the campus.

6 If applicable, 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.	NA

7 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.	HES will continue to implement Positive Behavior Interventions and Support (PBIS) school wide. The focus for 2019-2020 school year will be on classroom management. Moving from a focus on negative behavior to promoting positive interaction with students. The goal is to reduce the loss of classroom instruction by reducing the number of students who are removed from the classroom due to negative discipline. Administrators will use the PBIS model when deciding appropriate discipline measures for all students. HES will continue to incorporate school level counseling services as a means of

7 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.	allowing students another avenue of support in contrast to removal from the classroom. Grade level teams will continue to collaborate within the teams as well as with administration to reduce Office Discipline Referrals (ODR). Preventing the overuse of discipline that removes students from classroom instruction.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	