

Harmony Elementary School Improvement Plan 2026-2027

Overarching Need 1: There is a need for our students to increase Literacy Skills in Kindergarten through 4th grade.

Goal 1:

During the FY27 school year, grades K-4 will have 40% or less of students score below and well below on Dibels.

Action Step 1: Faculty will participate in PLT (professional learning team) meetings to discuss student data, progress, and plan for instruction, with a focus on differentiation. The process will be monitored and continuous feedback will be provided.

a.) Teachers will plan collaboratively and create relevant and engaging lessons. District Academic Coaches will provide support.

b.) The teachers will disaggregate results of formative and summative data to drive instruction.

c.) Provide remediation/enrichment for identified students in need of additional support.

d.) Provide professional learning as needed to assist teachers and staff.

Action Step 2:

Continue to implement Benchmark Advance curriculum with fidelity in all grades.

Action Step 3:

Teachers will continue to establish clear learning targets and success criteria, establish and communicate with students their own progress while providing feedback in regards to specified targets.

Action Step 4:

Continue to provide support to build parent capacity on literacy in the home; parents will be provided activities and strategies to increase their child's literacy.

Action Step 5:

Continue to build staff capacity for communicating with parents.

Action Step 6: Purchase supplies/programs, professional learning, and/or pay for subs for staff to participate in professional learning in order to support literacy achievement.

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

Goal 2: During the FY27 school year, Harmony will decrease the percentage of students performing at well below and beginning achievement levels on assessments. K-2 students will have 43% or fewer students scoring in the Beginning and Developing learner level on STAR assessment. Grades 3-4 students will have 53% or fewer students scoring in the Beginning and Developing Learner achievement level on GMAS.

Action Step 1:

Faculty will participate in PLT (professional learning team) meetings to discuss student data, progress, and plan for instruction, with a focus on differentiation. The process will be monitored and continuous feedback will be provided.

a.) Teachers will plan collaboratively and create relevant and engaging lessons and common formative assessments. District Academic coaches will provide support.

b.) The teachers will disaggregate formative and summative data to drive instruction.

c.) Provide remediation/enrichment for identified students in need of additional support

d.) Provide professional learning as needed to assist teachers and staff.

Action Step 2:

Continue to implement Learning Plans for GADOE with fidelity in all grades.

Action Step 3:

Build parent capacity to promote student math achievement by providing parents with math activities and strategies for use at home.

Action Step 4:

Teachers will continue to establish clear learning targets and success criteria, establish and communicate with students their own progress while providing feedback in regards to specified targets.

Action Step 5: Continue to build staff capacity for communicating with parents.
Action Step 6: Purchase supplies/programs, professional learning, and/or pay for subs for staff to participate in professional learning in order to support math achievement.
Overarching Need 3: Improve social and emotional well-being for students.
Goal 3: During the FY27 school year, we will increase the percentage of K-4 students who are present for 90% or more school days by 3%.
Action Step 1: Continue to provide interventions by staff members and the behavior tech for students with behaviors that interfere with student learning.
Action Step 2: Continue professional learning that focuses on positive classroom climate and classroom management techniques.
Action Step 3: Continue to offer community activities and build parent capacity for positive student growth.
Action Step 4: Continue scheduled time for instruction of social skills and character education for all students through Portrait of a Graduate lessons.
Action Step 5: Continue to celebrate students for positive behavior and attendance.
Strategic Plan Alignment
Goal II High Quality Workforce-- In support of a high-quality workforce, all of our certified staff are teaching in-field, and we continue partnering with local colleges to host multiple student teachers in an effort to build a pipeline of educators and provide support for our current teachers. We facilitate a new teacher mentoring program that meets monthly and pairs early-career teachers with veteran mentors to support growth and retention.
Goal III Communication and Engagement- To enhance communication and engagement, each homeroom teacher sends weekly newsletters to families, and the principal provides frequent Infinite Campus messages to keep families informed of important events and updates. We also maintain active communication through social media and routinely seek input through stakeholder surveys to strengthen home-school partnerships. We plan to add monthly school newsletters to share with families this school year.
Goal IV Organizational and Operational Effectiveness- For organizational and operational effectiveness, we have vastly updated our school security by updating signage on both the exterior and interior of the building. We've also streamlined the use of instructional resources across grade levels to ensure consistency and effectiveness throughout the school and district.