

2024-2025 Local School Plan for Improvement (LSPI)

School: HARRIS ELEMENTARY

Principal: Jennifer Redd

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
<p>Empathy 1.B - Staff and Student Well Being</p>	<p>There is a need to promote student and staff well-being through prioritizing self-care, physical and mental health, and social-emotional learning (SEL).</p>	<ol style="list-style-type: none"> 1. Offer "office hours" for staff and parents with the new principal to build trust and develop professional relationships. 2. Incorporate staff SEL activities (birthday reminders, get-togethers, words of affirmation, etc.) throughout the semester. 3. Provide all staff with professional learning on restorative practices and positive implementation of PBIS. 4. Hold parent workshops on the importance of attendance and provide resources and information for parents 5. Implement Morning Meetings across classrooms <p>Person Responsible:</p> <ol style="list-style-type: none"> 1. Principal 2. Administration team 	<p>Student Survey</p> <p>I often see the principal or administrators around the school talking to students. - 29.8% (Target: 33 %)</p> <p>EES Survey Themes</p> <ul style="list-style-type: none"> • Belonging 65.8 (Target: 68.8) • Student Well-being 48.4 (Target 51.4) <p>Chronic Absence Rate: Percentage of students absent 10% or more of enrolled days.</p> <ul style="list-style-type: none"> • 12.4 % (Target: 9.4%)

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		3. Parent Liaison 4. Classroom teachers From Time Line: 01-01-1900 00:00:00.000 To Time Line: 01-01-1900 00:00:00.000 Budget Implication: Title I funds																			
Equity 2.A - Multi-tiered System of Supports	A focus on high-quality instructional strategies (Tier I) and interventions (Tier 2 and 3) will address the needs of each and every student.	<ol style="list-style-type: none"> 1. Monitor intervention time (Wildcat Time) to ensure remediation and enrichment for students based on identified needs. 2. Implement PBIS in common areas and classrooms. 3. Meet monthly with teachers for Tier 1 Kid Talks/MTSS meetings. 4. Provide clarity and training around the MTSS process to staff. 5. Utilize the MTSS Air Rubric to identify areas of strength and areas for growth. 	Increase the percentage of students scoring in the Proficient/Distinguished categories on the Georgia Milestones Assessment System (GMAS) from 3rd to 4th grade and 4th to 5th grade in ELA and Math. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">GMAS: ELA % Proficient/Distinguished</th> <th style="text-align: center;">Baseline: SY23-24</th> <th style="text-align: center;">Goal: SY24-25</th> </tr> </thead> <tbody> <tr> <td>3rd to 4th Grade</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>4th to 5th Grade</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">47%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">GMAS: Math % Proficient/Distinguished</th> <th style="text-align: center;">Baseline: SY23-24</th> <th style="text-align: center;">Goal: SY24-25</th> </tr> </thead> <tbody> <tr> <td>3rd to 4th Grade</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td>4th to 5th Grade</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">38%</td> </tr> </tbody> </table>	GMAS: ELA % Proficient/Distinguished	Baseline: SY23-24	Goal: SY24-25	3rd to 4th Grade	37%	40%	4th to 5th Grade	44%	47%	GMAS: Math % Proficient/Distinguished	Baseline: SY23-24	Goal: SY24-25	3rd to 4th Grade	36%	39%	4th to 5th Grade	35%	38%
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		<p>Person Responsible:</p> <ol style="list-style-type: none"> 1. Classroom teachers 2. MTSS coordinator 3. Administration team 4. PBIS coach <p>From Time Line: 01-01-1900 00:00:00.000</p> <p>To Time Line: 01-01-1900 00:00:00.000</p> <p>Budget Implication:</p> <p>No funds are needed.</p>	
Equity 2.B - Opportunity and Access	<p>Expanding opportunities for students to engage in high-quality and challenging coursework will support academic achievement.</p>	<ol style="list-style-type: none"> 1. Offer professional learning for teachers and staff on culturally responsive teaching and pedagogy. 2. Extend learning opportunities through after-school and Saturday extended learning time programs. 3. Utilize Wildcat Time to remediate and enrich learning. <p>Person Responsible:</p>	<p>i-Ready Data</p> <p>i-Ready 1st Semester Typical Target Growth</p> <ul style="list-style-type: none"> • ELA (Grades 1-5) 49% (Target: 52%) • Math (Grades 1-5) 47.3% (Target: 50.3%) <p>i-Ready Semester Stretch Growth</p> <ul style="list-style-type: none"> • ELA (Grades 1-5) 37% (Target: 40%) • Math (Grades 1-5) 25.9% (Target: 28.9%)

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Effectiveness 3.A - Results-Based Evaluation System	Redesigning RBES will allow teachers to have a more meaningful connection to their goals, focusing on student achievement and professional learning.	<ol style="list-style-type: none"> 1. Strengthen CLT processes for analyzing student performance data to drive teacher actions throughout instructional units. 2. Provide PD on SPIRE and Sound Sensible for all support teachers (EIP, IRR, ML) who serve students in ELA to provide intensive intervention on foundational reading skills. 3. Implement Wildcat time to provide remediation and enrichment opportunities – encourage flexible 	Georgia Milestones Data Milestones ELA on Reading Status 23-24 (3rd grade): <ul style="list-style-type: none"> • All Students: 66.1% reading on grade level or above (TARGET: 69%) Student Groups: <ul style="list-style-type: none"> • ELL - 53.6 % reading on grade level or above (TARGET: 59.6%) • Free & Reduced Meals - 58.3% reading on grade level or above (TARGET:61.3 %) • SWD - 69.1% reading on grade level or above (TARGET:72.1 %) • Black - 69.6% reading on grade level or above (TARGET: 72.6%)

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		<p>grouping within grade-level teams.</p> <p>4. Provide students with opportunities to read for enjoyment and foster a love of reading in all students.</p> <p>Person Responsible:</p> <ol style="list-style-type: none"> Administration team Instructional Coach Classroom teachers <p>From Time Line: 01-01-1900 00:00:00.000</p> <p>To Time Line: 01-01-1900 00:00:00.000</p> <p>Budget Implication:</p> <p>No funds needed</p>	<ul style="list-style-type: none"> Hispanic - 54.9% reading on grade level or above (TARGET: 57.9%) <p>Milestones Math Proficient and Distinguished Levels 23-24 (3rd grade):</p> <ul style="list-style-type: none"> All Students: 37 % (TARGET: 40%) <p>Student Groups:</p> <ul style="list-style-type: none"> ELL - 28 % Math proficiency (TARGET: 31%) Free & Reduced Meals - 30 % Math proficiency (TARGET: 33%) SWD - 13 % Math proficiency (TARGET: 16%) Black - 22 % Math proficiency (TARGET: 25%) Hispanic - 30 % Math proficiency (TARGET: 33%)
<p>Excellence 4.C - World-Class Communication and Engagement</p>	<p>Trust between stakeholders is essential to achieving collaborative outcomes. These relationships build networks</p>	<ol style="list-style-type: none"> Utilize Parent Square to communicate managerial information, as well as instructional resources/classroom community opportunities. Increase our social media presence by sharing 	<p>Increase family participation in the EES Survey.</p> <ul style="list-style-type: none"> All Families- 22% (TARGET:24%) <p>Chronic Absence Rate: Percentage of students absent 10% or more of enrolled days.</p> <ul style="list-style-type: none"> 12.4 % (Target: 9.4%)

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	<p>that develop credible, united voices about issues and services that are important to our school.</p>	<p>more day-to-day school events/activities.</p> <p>3. Strengthen our relationship with the GCPS Newcomer Center to engage families who speak various languages through in-person support and support with digital/paper resources.</p> <p>4. Incorporate student performances/showcases to encourage attendance at school events and meetings.</p> <p>5. Schedule more non-academic opportunities for families to come in the building (ex. Grandparents' Day, Muffins with My Family, Art Night, and Awards ceremonies).</p> <p>6. Provide additional opportunities for student voice, create and implement a student leadership group (Wildcat greeters/Student Ambassadors).</p>	<p>Increase the average number of families that attend Title I Parent Nights</p> <ul style="list-style-type: none"> • 5 % of families represented (Target: 10 % of families)

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		<p>7. Family Engagement/Building Parent Capacity - Promote school community through Family Engagement Nights and Family-friendly functions.</p> <p>Person Responsible:</p> <ol style="list-style-type: none"> 1. Administration team 2. Classroom teachers 3. ITI Coach 4. Classroom teachers 5. Parent Center Liaison 6. Counselor <p>From Time Line: 01-01-1900 00:00:00.000</p> <p>To Time Line: 01-01-1900 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I funds</p>	