

Harper-Archer Elementary School (Douglass Cluster)

District Mission & Vision

Mission: Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.

Vision: A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system.

Cluster Mission & Vision

Our vision is to provide rigorous instruction and customized support to prepare all students for academic achievement, graduation and successful career options.

The Douglass Cluster is committed to inspiring scholars to love learning and to provide every student with the academic foundation that assures they are college and career ready.

School Mission & Vision

Mission: Lovingly preparing all scholars to blaze a path towards their college and career choice

Vision: To become a high-achieving, supportive, thriving and equitable community of college and career ready scholars, expert educators, and engaged parents and partners.

Signature Program: **Science, Technology, Engineering, and Mathematics (STEM)**

School Priorities

1. **Cultivate a school-wide literate community in which scholars read, write, speak and think with clarity, confidence, and fluency across the curriculum**
2. **Improve performance outcomes for scholars with disabilities**



Academic Program

School Strategies

- All homeroom teachers will schedule time to implement the independent reading component of the Growing Readers literacy design to ensure all scholars are able to practice reading books at their independent level.
- All homeroom teachers will conduct individual reading conferences to ensure they can assess their scholars' reading behavior and inform instruction.
- Identify below grade level readers and identify tiered supports based on STAR report
- Implement the writing SMART goal action plan with fidelity
- Monitor the use of the MobyMax Foundational Reading platform to implement daily interventions for all scholars in Tiers 1 and 2
- Monitor the plan and use of non-negotiables in the lesson plan and in lesson execution
- Conduct biweekly observations in all small group and co-taught classes and provide feedback.
- Develop observation schedule in collaboration with Admin and SELT
- Review/revise data collection tool

Key Performance Measures

- By April 2021, at least 80% of scholars in grades K and 1st will score at or above grade level on the EOY iReady Reading Diagnostic
- By April 2021, at least 80% of scholars in grades K and 1st will achieve their typical growth measure or higher on the EOY iReady Reading Diagnostic
- By March 2021, at least 85% of scholars in K and 1st will score at or above grade level on the EOY STAR Early Literacy Assessment
- By March 2021, at least 85% of scholars in grades K and 1st will achieve a Student Growth Percentile (SGP) of 80 or higher on the EOY STAR Early Literacy Assessment
- By April 2021, at least 35% of scholars in grades 2 thru 5 will score at or above grade level on the EOY iReady Reading Diagnostic
- By April 2021, at least 80% of scholars in grades 2 thru 5 will achieve their typical growth measure or higher on the EOY iReady Reading Diagnostic
- By March 2021, at least 35% of scholars in grades 2 thru 5 will score at or above grade level on the EOY STAR Reading Assessment
- By March 2021, at least 70% of scholars in grades 2 thru 5 will achieve a Student Growth Percentile (SGP) of 80 or higher on the EOY STAR Reading Assessment
- By May 2021, at least 50% of grades 2 thru 5 scholars will score 3 out of 5 on Part I of Write Score Assessment #4.
- By May 2021, at least 50% of grades 2 thru 5 scholars will score 3 out of 4 on the Write Score Trait I Rubric.
- By April 2021, increase the percent of scholars with disabilities scoring proficient or higher in ELA and Mathematics by 3% as measured by the iReady EOY assessments.



Talent Management

1. **Implement a school-wide professional learning plan that positively impacts our results**

- Facilitate job embedded SDI and co-leading follow-up PL based on observation data
- Develop and utilize feedback form to drive supports and PL
- Model collaborative planning session where SDI is intentionally discussed
- Utilize PL days to build literacy capacity

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Signature Program: Science, Technology, Engineering, and Mathematics (STEM)

School Priorities

School Strategies

Key Performance Measures



Systems & Resources



Culture

1. Provide increased learning time for struggling scholars
2. Build foundation for STEM implementation

1. Create a loving and supportive culture where social emotional learning needs of all stakeholders are met

- Implement After School All-Stars program to provide additional time for tutorial and enrichment
- Implement small group instruction across the grade levels
- Ensure scholars who have been identified as needing additional support receive the support that they need (i.e. early intervention program)
- Re-energize the STEM team in order to meet Year 1 expectations
- Work with Partnerships on Virtual Support

- Analyze SY 20 and SY 21 remote learning *no show* data provided by APS to prioritize students for immediate contact and outreach to ensure all possible barriers are removed that may have caused them to be absent. Determine if students are still enrolled.
- Develop a plan to contact *no show* families to ensure they are aware of school start date, that they have device/technology and needed supplies and ensure barriers are removed, as needed.
- Develop and implement a school-wide recognition program to motivate and encourage increased student attendance/participation.
- Develop and implement a plan to provide instructional resources to students who have no access to technology.

By April 2021, we will increase student attendance (participation/engagement) by 10% from May 2020.

