

# Our Direction

Holly Harshman Elem School

Date of Report: 7/7/2021

## Vision:

WE at Holly Harshman want to empower our staff and students to R.I.S.E. by lifting others daily. WE R.I.S.E. by following key character traits that should be an integral part of who we are. WE believe we are *respectful* of others, our school, and ourselves. WE believe we have *integrity* to be honest, play fair, and follow school rules. WE believe we are *safe* at school, in the classroom, and on the playground. WE believe we must show *effort* to do our best, stay focused, and be on time.

## Values:

Our core values, as portrayed in our vision, are as follows:

## Mission:

WE at Holly Harshman Elementary make it our mission to LOVE one another, learn with enthusiasm, and reach our fullest potential. Our Bearcat belief is to R.I.S.E. by being respectful, showing integrity, staying safe, and putting forth effort every day.

## Goals:

- All students will make significant growth toward academic proficiency and will demonstrate leadership characteristics in their classroom, in their school, and in the community as a whole.
- Support the personal growth of each student by providing integrated opportunities for students to develop effective personal, social, and technology skills.

## Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

## Student Outcome Data:

## Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

## Selected Indicators:

Engage teachers in assessing and monitoring student mastery

IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.(93)
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)
IIB05	All teachers re-teach based on post-test results.(95)

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**Establish a team structure with specific duties and time for instructional planning**

ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)
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**Expanded time for student learning and teacher collaboration**

IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)
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**Expect and monitor sound instruction in a variety of modes**

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.(114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)
IIIA03	All teachers use objectives-based unit pre-tests and post-tests.(4409)

**Explain and communicate the purpose and practices of the school community**

FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)
FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)
FE02	The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(5497)
FE03	The school's Parent (Family) Involvement Guidelines includes a vision statement about the importance of family-school partnership in a school community.(5498)

**Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency**

SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)
SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)
SE03	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)
SE04	All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)
SE05	All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.(5546)