INDIANA DEPARTMENT of EDUCATION

School Name: Benjamin Harrison Elementary School

School Number: 3941

Street Address: 4411 Magoun

City: East Chicago

Zip Code: 46312

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, <mark>2022-2025</mark>, 2023-2026 (<mark>Highlight</mark> implementation years)

---------------------- CONTACT INFORMATION ----------------------

Principal: Linda Padilla
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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government school designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public schools and state-accredited nonpublic schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP</u> template? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA</u> template? **Schools classified as CSI**
 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>. (<mark>Highlight</mark> answer choices below.)

This is an initial three (3) year plan. **Yes** No		This is a review/update of a plan currently in use. **Yes** **No**
This school is identified as the following by the federal government: (**Highlight** all that apply) **TSI**, **ATSI**, **CSI**		
(TSI/ATSI only) Underperforming student groups identified by the federal government: (**highlight** all that apply) **SpEd**, **ELL**, **F/R**, **Hisp**, **Wht**, **Blk**, **Multiracial, Asian, AI/AN, NHPI**		
This school receives Title IA funding. **Yes** No Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** TA *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*		

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group**.

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Linda Padilla	Principal	**CNA, SIP, Both**	ELL, Hisp, Blk
Aaron Carter	Assistant Principal	**CNA, SIP, Both**	F/R, SPED
Gena Soto	Dean	**CNA, SIP, Both**	Hisp, ELL
Jennifer Willman	Instructional Coach	**CNA, SIP, Both**	Blk
Arleen Rodich	Instructional Coach	**CNA, SIP, Both**	F/R
Ava Bell	EL Specialist	**CNA, SIP, Both**	ELL
Crystal Montemayor	School Psychologist	**CNA, SIP, Both**	SPED
Suzanne Chick	Social Worker	**CNA, SIP, Both**	FRL
Christine Aviles	Special Needs Teacher	**CNA, SIP, Both**	Spec. Ed
Vincent Gonzalez	4th Grade Teacher	**CNA, SIP, Both**	Hispanic
Tina Gibson	5th Grade Teacher	**CNA, SIP, Both**	Black

Camehlia Fontanez	4th Grade Teacher	**CNA, SIP, <mark>Both</mark>**	FRL
Helen Steinbach	1st Grade Teacher	**CNA, SIP, <mark>Both</mark>**	Black
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:	All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.	**School Vision:**	Harrison Elementary will promote a learning environment where all students can achieve their dreams and meet their goals
District Mission:	Investing in our children's future, giving them the tools to pursue excellence while developing Honesty, Compassion, and Determination	**School Mission:**	Investing in our children's future, giving them the tools to pursue excellence while developing Honesty, Compassion, and Determination

District Goals: The interaction between teachers and students evidenced significant change.
Innovative practices support dynamic classrooms.
The integration of technology enriches the curriculum.
Cooperation, communication, and mutual respect are promoted through a community partnership.

Does the school's vision support the district's vision? *(highlight response)*   Yes   No
Does the school's mission support the district's mission? *(highlight response)*   Yes   No
Do the school's mission and vision support district goals? *(highlight response)*   Yes   No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✔)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core components of reading program.*	*Yes No*	❑
ELA	K-6	American Reading Company	Yes No	Tier 1, 2, 3	ARC's curriculum ensures students are able to meet the demands of tomorrow through extensive reading, multiple extended writing projects, and daily practice discussing both ideas and tests with peers.	Yes No	☑
Math	K-6	Reveal Math	Yes No	Tier 1, 2, 3	Reveal Math is a coherent, vertically aligned K–12 core math solution Derived from the latest research on how students learn best, Reveal Math is strategically designed to fuel active student engagement and	Yes No	☑

Subject	Grade	Program	Yes/No	Tier	Description	Yes/No	X
					deepen conceptual understanding.		
Reading	K-2	Heggerty Phonemic Awareness	Yes No	Tier 1, 2, 3	Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans.	Yes No	☑
Reading	3-4	Bridge the Gap	Yes No	Tier 1, 2, 3	A series of systematic phonemic awareness lessons. It is also used as an intervention for students with reading difficulties.	Yes No	☑
Reading	K-3	From Phonics to Reading	Yes No	Tier 1, 2, 3	A systematic, instructional scope and sequence that uses his research-based Seven Key Characteristics of Strong Phonics Instruction	Yes No	☑
Math	3-6	Aleks/Redbird	Yes No	Tier 1, 2, 3	Aleks is a research-based online learning program that develops individualized student learning paths within Redbird	Yes No	☑
Writing		Smekens 6 Traits of Writing	Yes No	Tier 1, 2, 3	A framework that uses the six qualities of "good" writing (ideas, organization, voice, word choice, sentence fluency, and conventions) to guide every lesson, assignment, and assessment	Yes No	☑
Reading	K-2	95% Group	Yes No	Tier 1, 2, 3		Yes No	❏
Reading	2-6	Leveled Literacy Intervention	Yes No	Tier 1, 2, 3		Yes No	❏
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	No	☑
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	☑
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	❏
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	☑

The public may view the school's curriculum in the following location(s):
Building and District Offices

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	☑
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	☑
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	☑
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	☑
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	☑
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	☑
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	☑
Instructional strategies foster active participation by students during the instructional process.	Yes	No	☑
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	☑
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	☑
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	☑
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	☑
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	☑
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	☑

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Formative and diagnostic assessments utilized are NWEA, phonemic awareness surveys, phonics assessment, textbook assessments,teacher created assessments, and formative assessments. Specific attention is given to the use of NWEA diagnostics. The NWEA diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The data allows the teacher to pinpoint a student's ability level, identify the specific skills students need to learn to accelerate their growth, and chart a personalized learning path for each student. Harrison teachers are expected to utilize formative assessments each week to gather the data needed to inform learning outcome and future lessons. Formative assessment data is discussed in PLC and a plan to reteach or enrich is developed for each student.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use		X
IRLA	K-6	Benchmark, Com. Form., Summative, Other	The IRLA delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth.	Yes	No	☑
NWEA		Benchmark, Com. Form., Summative, Other	The resulting data is used for the analysis of each student's academic growth and achievement.	Yes	No	☑
Mindplay	3-6	Benchmark, Com. Form., Summative, Other	An assessment used to screen students for dyslexia	Yes	No	☑
Beyond Textbooks		Benchmark, Com. Form., Summative, Other	An assessment aligned to standard to gauge student understanding of content. Data used to group students for reteach/intervention	Yes	No	☑
NWEA Dyslexia	K-2	Benchmark, Com. Form., Summative, Other	An assessment used to screen students for dyslexia	Yes	No	☑

Best Practice/Requirements Self-Check	Yes/No		X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	No	☑
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	☑
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	☑

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

A system for data analysis and ongoing professional development intended to increase teacher's capacity to utilize data exists within the school's PLC structure. The data procedures within this are used to analyze formative, interim, and summative data. The PLCs are held each week and ensure teachers are supported in using data to plan core instruction as well as remediation and enrichment learning activities.Teachers have the opportunity to collaborate with grade level teams across the district during one PLC per month. Additionally, data meetings, led by the principal, are used to further support staff in analyzing data

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Harrison Elementary is a two-to-one technology school. Students have a technology device at home and at school. Each student in grades K has an iPad while each student in grades 1-6 has a chromebook/laptop. Specific attention is given to leveraging technology to increase students' ability to collaborate, engage, and learn at a differentiated pace.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	No	❑
A plan is in place to provide in-service training in the use of technology.	Yes	No	❑
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	No	❑
There are established procedures for maintaining technology equipment.	Yes	No	❑
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	No	❑

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If "Not currently implementing career exploration activities" was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No		X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	❏
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	❏
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	❏
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	❏
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	❏
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	❏
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	❏
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	❏

Briefly answer the following:

What practices are in place to maintain a safe environment?

Harrison Elementary has policies and procedures in place to ensure a safe environment. The Harrison staff is committed to providing all students with a safe, secure, and disciplined learning environment. The school has established emergency plans in case of a fire, tornado, or lockdown. These plans can be viewed in both the PBIS emergency plan and the student handbook. All emergency plans are routinely reviewed to ensure clear expectations for emergency situations are understood by all staff and students. Additionally, all students and staff are required to wear ID badges. Any guests to the school must enter the main door, sign in, take a photo, and receive a visitor's pass via Safe Visitor Solutions.

In addition to ensuring all students feel safe, the Harrison staff places a premium on communicating respect for students and a belief in their capacity to learn. The Harrison staff establishes high expectations for students by inviting students to participate in individual goal setting as well as display their individual and group work within the classroom. Teachers promote classroom community by engaging students in community circles that allow students to share their thoughts, feelings, concerns, and goals.

Positive Behavior Interventions and Support (PBIS) is utilized to ensure clear expectations and a multi-pronged approach to intervention and positive behavior support. The PBIS system at Harrison Elementary consists of common school expectations, Character Plus SEL development, Cool Tool lessons, behavior incentives, and character awards. The school has received a Lilly grant in order to implement Multi-Tiered Systems of Support (MTSS) and is progressively taking steps to merge our behavior support system into a tiered framework for providing for student's academic, behavior, and social/emotional needs

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Through the use of state data reports and student enrollment data

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.

 The school is currently identified as TSI for five low performing student groups (e.g., Black, ELL, FRL, Hispanic, SPED). As such, we recognize low student achievement as a tier I problem. We are engaging in aligned efforts to improve curriculum, instruction, and assessment in order to improve student outcomes for all students, increased instructional relevance,

What professional development might be necessary for staff to work effectively in cross-cultural situations?

As part of our efforts towards continuous improvement, we continue to plan initiatives to increase cultural competency and our ability to provide students with culturally relevant content. As such, as curriculum maps are refined we will make a focused effort towards including resources that will be culturally relevant to our student population. Specifically, attention will be given to utilizing the diverse culturally relevant resources that exist in our community. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to both their current and future lives.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Staff have been provided with pertinent articles and research to increase our ability to provide our teachers with cultural awareness as well as provide targeted subgroups with appropriate and relevant instructional strategies. Further, various community events are held at the school throughout the school year to bring together staff, parents, and students. These events provide opportunities to celebrate diversity and create increased awareness of each culture within the school community.

As part of our efforts towards continuous improvement, we continue to plan initiatives to increase cultural competency and our ability to provide students with culturally relevant content. As such, as curriculum maps are refined we will make a focused effort towards including resources that will be culturally relevant to our student population. Specifically, attention will be given to utilizing the diverse culturally relevant resources that exist in our community. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to both their current and future lives.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year.   Last year: <u>90</u>   Two Years Ago: <u>244</u>   Three Years Ago: <u>136</u>

What may be contributing to the attendance trend?

COVID-19 played a significant role in attendance trends in the last three years. The School City of East Chicago, and Harrison Elementary specifically, was affected by quarantined students, school closures due to contact tracing, and varying success of remote learning. Therefore, patterns in attendance data over the last three years are difficult to determine.

What procedures and practices are being implemented to address chronic absenteeism?

- SCEC's student management system (Skyward) began to be utilized during 2019-2020 school year and is being leveraged to communicate to students and families the importance of school attendance.
- The families of chronically absent students are referred to Geminus for additional support.
- Attendance incentives such as competitions by homeroom will be implemented in the 2022-2023 school year

There are several procedures in place to address chronic absenteeism including the following:

- Skyward, student management system, is being leveraged to communicate to students and families the importance of school attendance.
- The families of chronically absent students are referred to community resources for additional support.
- A truancy team, inclusive of a truancy officer, dean, social worker, and building level admin, follows the district's truancy policy- outlined below:

Unexcused Absence	Action Taken
1	● Automated Call to Parent / Guardian / Legal Custodian
2	● Automated Call to Parent / Guardian / Legal Custodian
3	● Automated Call to Parent / Guardian / Legal Custodian ● Letter Sent to Parent / Guardian / Legal Custodian

4	• Automated Call to Parent / Guardian / Legal Custodian
5	• Automated Call to Parent / Guardian / Legal Custodian • Letter Sent to Parent / Guardian / Legal Custodian
6	• Automated Call to Parent / Guardian / Legal Custodian • Overnight Suspension / Attendance Meeting with Administrator ○ Student will not be allowed to return to school unless he or she is accompanied by a parent / guardian / legal custodian to sign an attendance contract.
7	• Automated Call to Parent / Guardian / Legal Custodian
8	• Automated Call to Parent / Guardian / Legal Custodian
9	• Automated Call to Parent / Guardian / Legal Custodian

10	● Automated Call to Parent / Guardian / Legal Custodian
	● Letter Sent to Parent / Guardian / Legal Custodian
	● Citation
	● DCS Report

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Harrison's truancy team monitors students' attendance on a regular basis to inform decision making.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	❏
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	❏

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Harrison Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, Harrison makes a concerted effort to involve parents in all phases of their child's learning. In order to keep parents informed of services the school offers, Harrison utilizes the school webpage, conferences, a monthly newsletter, and various technology supported communications. The position of Teacher Parent Liaison exists to support communication and family engagement focused on improving student academic outcomes. In addition, Harrison has a bilingual outreach coordinator that supports the needs of our Spanish speaking families.

Specific strategies utilized to increase family and community engagement consist of Title 1 meetings, parent-teacher conferences (3 times a year), monthly family involvement nights, fine arts events, and various academic events.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

A parent survey has been utilized to increase awareness of parents' hopes, concerns, and suggestions. Parents are continually encouraged to get involved at the school and communicate with their child's teacher via telephone, notes, or email. A core parenting team volunteers regularly at the school and offers workshops for other parents. In addition, our bilingual outreach coordinator and parent teacher liaison host regular parent meetings and workshops where concerns can be addressed.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

In providing support to students who are absent, teachers make available missed assignments and work with students individually to complete all make up work. Additionally, Harrison has a truancy officer who offers support and resources to families who are in need of additional support. Harrison participates in the district's truancy program which offers the support of several local agencies.

How do teachers and staff bridge cultural differences through effective communication?

Specific attention is given to honoring the diverse cultures that make up the Harrison Elementary community. Culture nights are held to celebrate Hispanic heritage and Black history. These nights are attended by staff and help to facilitate developing the cross-cultural skills essential for increased family engagement as well as increased academic relevance in our classrooms. In addition, Harrison employees a full time bilingual outreach coordinator whose focus is to engage and support the high number of hispanic families at Harrison.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Harrison Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, Harrison makes a concerted effort to involve parents in all phases of their child's learning. In order to keep parents informed of services the school offers, Harrison utilizes the school webpage, conferences, a monthly newsletter, and various technology supported communications. The position of Teacher Parent Liaison exists to support communication and family engagement focused on improving student academic outcomes and the position of bilingual family outreach coordinator exists to support bilingual families.

How does the school provide individual academic assessment results to parents/guardians?

All assessment results are sent home to the student's parents/guardians. Parent's are provided support during open houses and parent-teachers conferences to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim and assessment data.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Parents are included on several school committees, including in writing this school improvement plan. The teacher parent liaison heads and coordinates efforts to involve parents in all applicable committees.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year: ____   **Percent of students on track to graduate in each cohort: ____**

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered. All funding is overseen by the district federal funds manager

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The School City of East Chicago has a city-wide preschool program that is located at the Carrie Gosh Early Learning Center. Collaboration occurs regularly between Harrison administration, teachers, and the preschool staff over curriculum and instructional strategies.

Each spring the preschool students are invited to visit the Harrison kindergarten classrooms. This allows for activities intended to help make our future students comfortable in their new learning environment. During registration student's parents are given information about the upcoming school year, required immunizations, and other programs. Emphasis is placed on communicating the importance of students being present, on-time, and ready to learn.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

The district supports Harrison Elementary by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the ECPS Teacher Mentor Program assists teachers in learning about the district and Harrisonl by attending an orientation program at the beginning of the year. At the building level, teachers are provided a mentor (veteran teacher), guidance from an instructional coach and opportunities for peer observations.

Provide a list of all instructional staff. Include licensure/certification and current class/subject area being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Harrison 2022/2023 Instructional Staff Licensure/Certification and Assignment

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

	General Academic		Specific Student Groups				General School Data
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)/ WIDA	X	Student Attendance
	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
	Districtwide Assessments		IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training		Staff Attendance

	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT	X	Staff Survey				
List Other Data Sources Below							
Link Data Here ---->		Harrison Needs Assessment Data					
Link Data Here --->							

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

> **Do these issues significantly impact our current school goals as strengths or problems?**
> **Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met?   **Yes**   <mark>**No**</mark>

Harrison building leadership, teachers, and district coaches will collaborate in order to refine curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a...

-8.6% increase in students achieving proficiency in ELA -9.1% increase in students achieving

proficiency in Math -11.9% decrease in students achieving low growth in ELA (7.5) -12.1% decrease in

students achieving low growth in Math (9.1) -7.1% increase in students achieving high growth in ELA

(4.7) -8.1% increase in students achieving high growth in Math (3.4)

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal?   <mark>**Yes**</mark>   **No**
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

The school and district as a whole will continue to improve and refine the curriculum maps. In the 22-23 school year, the maps will be broadened to include the Beyond Textbooks Curriculum which will strengthen Tier 2 interventions and serve as a resource for Tier 1 instruction.

Goal 2   Measurable outcome met?   **Yes**   <mark>**No**</mark>

Harrison Elementary will (1) actively engage in the training, development, and implementation of an instructional priorities model and (2) create and implement a data driven SUCCESS framework to improve student learning as indicated by...

*8.6% increase in students achieving proficiency in ELA *9.1% increase in students

achieving proficiency in Math *11.9% decrease in students achieving low growth in

ELA *12.1% decrease in students achieving low growth in Math *7.1% increase in

students achieving high growth in ELA *8.1% increase in students achieving high

growth in Math

If the goal was met, how will the school further improve or sustain this level of performance?

We have not yet adequately addressed the needed improvements within our instructional core (e.g., 1. the level of the content taught, 2. level of skill and knowledge teachers bring to instruction, 3. level of student engagement). We are hopeful our continued implementation and application of the ARC reading series, newly developed curriculum maps, and instructional priorities model will yield results in the years to come.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

The school and district will continue to work toward this goal. In the 22-23 school year, the maps will be broadened to include the Beyond Textbooks Curriculum which will strengthen Tier 2 interventions and serve as a resource for Tier 1 instruction. In addition PLC's will be driven by common formative assessments and benchmark data to ensure that student needs are being met.

Goal 3   Measurable outcome met?   <mark>Yes</mark>   No

Harrison Elementary will develop and progressively implement a MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by...

 *A decrease of 9 suspensions

*A 3% increase in staff attendance

*An improvement in student and staff climate and culture survey data

If the goal was met, how will the school further improve or sustain this level of performance?
 The school's MTSS team meets on a weekly basis to address student behavior, academic and social needs. In addition, staff surveys will be sent out on a regular basis to gauge the climate and culture of the building. Supports will be added as needed.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We aspire for all students to demonstrate growth and proficiency at or above grade level standards as identified by formative, interim, and summative assessments. Additionally, we will provide our students exposure to grade level content that meets the rigor of the Indiana Academic Standards.	**Yes** No	The ELA pass rates for the last three years have gone from 16% to 6%, and most recently to 8%. This indicates a pass rate change of -8 percentage points over the last 3 years. The MATH pass rates for the last three years have gone from 17% to 5% for the past two years. This indicates a pass rate change of -12 percentage points over the last 3 years.	We are determined to progressively move students towards ELA and math proficiency as identified by state assessment data. We recognize that currently a large percentage of our student population is more than one year's growth from proficiency . As such, we will be continually devoted to making sure these students receive high growth for consecutive years.	X	3
We desire for our students to exhibit one or more academic year's growth in an environment that allows them to excel academically, socially, and emotionally.	**Yes** No	In SY2021-2022, 28.8% of students in grades 4-6 showed adequate growth in ELA. 9.9% of students in grades 4-6 showed adequate growth in Math. 10.5% of the bottom 25% showed adequate growth in ELA, and 0% of the bottom 25% showed adequate growth in Math. 34.8% of the top 75% showed adequate growth in ELA, and	Our collective purpose at Benjamin Harrison Elementary is to promote a learning environment where all students can achieve their dreams and meet their goals. We strive to educate the whole child in such a way as to foster a passion for lifelong learning that will prepare each student for achievement and success. In order to achieve this collective purpose we recognize the need to reduce the number of students receiving low growth and increase the number of students receiving standard and high growth in both ELA and math.	X	2

		12.8% of the top 75% showed adequate growth in Math			
(Student Group - SPED) We aspire for all students to demonstrate growth and proficiency at or above grade level standards	<mark>Yes</mark> No	In SY2021-2022, the ELA pass rate for SPED students was 4.9% compared to 2020-2021 pass rate of 0%. This represents a 4.9% increase. In SY2021-2022, the Math pass rate for SPED students was 5% compared to 2020-2021 pass rate of 2.9%. This represents a 2.1% increase.	Harrison Elementary is currently identified as TSI due to the underperforming student groups of SPED. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along the Indiana Career Readiness Progression.	X	4
(Student Group - ELL) We aspire for all students to demonstrate growth and proficiency at or above grade level standards	<mark>Yes</mark> No	In SY2021-2022, the ELA pass rate for ELL students was 8.5% compared to 2020-2021 pass rate of 1.3%. This represents a 7.2% increase. In SY2021-2022, the Math pass rate for ELL students was 4.2% compared to 2020-2021 pass rate of 2.5%. This represents a 1.7% increase.	Harrison Elementary is currently identified as TSI due to the underperforming student groups of ELL. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along the Indiana Career Readiness Progression.	X	4
(Student Group - FRL) We aspire for all students to demonstrate growth and proficiency at or above grade level	<mark>Yes</mark> No	In SY2021-2022, the ELA pass rate for FRL students was 9.7% compared to 2020-2021 pass rate of 5.6%. This represents a 2.5% increase.	Harrison Elementary is currently identified as TSI due to the underperforming student groups of FRL. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along		4

standards		In SY2021-2022, the Math pass rate for FRL students was 4.9% compared to 2020-2021 pass rate of 4%. This represents a .9% increase.	the Indiana Career Readiness Progression.		
(Student Group - Hispanic) We aspire for all students to demonstrate growth and proficiency at or above grade level standards	<mark>Yes</mark> No	In SY2021-2022, the ELA pass rate for Hispanic students was 10.6% compared to 2020-2021 pass rate of 7.4%. This represents a 3.2% increase. In SY2021-2022, the Math pass rate for Hispanic students was 6% compared to 2020-2021 pass rate of 6.1%. This represents a .1% decrease.	Harrison Elementary is currently identified as TSI due to the underperforming student groups of Hispnaic students. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along the Indiana Career Readiness Progression.	X	4
(Student Group - Black) We aspire for all students to demonstrate growth and proficiency at or above grade level standards	<mark>Yes</mark> No	In SY2021-2022, the ELA pass rate for Black students was 2.8% compared to 2020-2021 pass rate of 1.6%. This represents a 1.2% increase. In SY2021-2022, the Math pass rate for Black students was 0% compared to 2020-2021 pass rate of 0%. There was no change.	Harrison Elementary is currently identified as TSI due to the underperforming student groups of African American Students. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along the Indiana Career Readiness Progression.	X	4

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
1 - Academic Growth	In SY 2021-2022, 28.8% of students in grades 4-6 showed adequate growth in ELA. 9.9% of students in grades 4-6 showed adequate growth in Math. 10.5% of the bottom 25% showed adequate growth in ELA, and 0% of the bottom 25% showed adequate growth in Math. 34.8% of the top 75% showed adequate growth in ELA, and 12.8% of the top 75% showed adequate growth in Math
2-Academic Proficiency	The ELA pass rates for the last three years have gone from 16% to 6%, and most recently to 8%. This indicates a pass rate change of -8 percentage points over the last 3 years. The MATH pass rates for the last three years have gone from 17% to 5% for the past two years. This indicates a pass rate change of -12 percentage points over the last 3 years.
3-Low Performing Student Groups (SPED, ELL, FRL, Hispanic, Black)	Because of the number of student groups identified we recognize over 94% of the student population is in at least one TSI identified student group. As such, we recognize that addressing low performing student groups is a Tier I problem that must tie into our identified root cases for social-emotional learning and support, academic growth, and academic proficiency.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools Program	

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps
Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			PD Needed: <mark>Yes</mark> No *(Highlight)*
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

OPTION: As an option to the Goal Template format below, you may use the CNA/SIP Planning Calendar.

AFTER BEGINNING WORK ON THE CALENDAR,save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	Harrison Elementary will utilize professional learning cycles and an intervention framework to improve instructional practice throughout the 2022-2023 school year as indicated by… *9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math			
Data Checkpoints (dates)	**September**	**January**	**April**	
Evidence at Checkpoints	**Interim Assessment Scores**	**Interim Assessment Scores**	**Interim Assessment Scores**	
Evidence- Based Strategy 1 (must cite study)	-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. -Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Review and revise the systems for intervention/ WIN time	Aug. 2022-Sept. 2022	District leadership, building leadership, academic coaches	A framework for WIN time is established for virtual and onsite learning.
Action Step 2	Conduct data driven PLCs to address learning gaps in the priority standards.	Sept. 2022-June 2023	District Leadership, Building Leadership	Quantitative data is being analyzed by teachers to plan academic intervention and enrichment

	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 3	Utilize the curriculum PLC form to debrief and plan for each unit of study	Nov. 2022-June 2023	Building Leadership, Curriculum Leadership Team	The electronic curriculum PLC form is completed and then reviewed by leadership
Strategy 2 (must reference source)	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Develop an electronic monitoring tool for both virtual and onsite instruction	Sept. 2022-Oct. 2022	District Leadership, Building Leadership	An electronic monitoring tool is developed and used to provide teachers with evaluative feedback
Action Step 2	Engage teachers in relevant PD that fits the current learning environment but also builds capacity for a return to onsite learning.	Sept. 2022-May 2023	Building Leadership, Academic Coaches	Observation data indicates teachers are implementing newly learned instructional strategies with fidelity.
Action Step 3	Utilize the walkthrough form to provide teachers feedback and identify future coaching and support opportunities.	Oct. 2023-May 2023	Building Leadership	An analysis of walkthrough data indicates teachers are receiving regular individualized formative feedback
Evidence- Based Strategy 3 SIOP Training	-Hadjioannou, X., Hutchinson, M., Hockman, M. (2016) Addressing the Needs of 21st-Century Teachers Working with Culturally and Linguistically Diverse Learners. CATESOL Journal. Available at: https://files.eric.ed.gov/fulltext/EJ1119609.pdf			**PD Needed: Y**<mark>es</mark> **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Develop and utilize an online platform to provide teachers with	Aug.. 2022-Sept. 2023	District Leadership, EL Leadership	Data indicates walkthroughs are

	focused support on SIOP and DLI strategies			occurring every week. Teacher surveys indicate perceived value to the non evaluative formative feedback being received.
Action Step 2	Plan the implementation of a Dual Language Immersion program in conjunction with funding from the IDOE	Aug. 2022-June 2023	Building Leadership, EL Leadership, School based DLI committee	Implementation of Kindergarten and 1st grade DLI sections with one grade level added each subsequent year
Evidence- Based **Strategy 4 STEM**	Hansen, M. (2014). Characteristics of Schools Successful in STEM: Evidence from Two States' Longitudinal Data. The Journal of Educational Research, 107(5), pp.374-391			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Establish a STEM Certification Team	August 2022	District Leadership	A STEM certification team is formed and a meeting schedule created.
Action Step 2	Create a STEM Certification implementation plan	September 2022	District Leadership	A STEM implementation plan is created and approved by the superintendent
Action Step 3	Establish systems for addressing each STEM Essential Element	Oct. 2022-Jun. 2023	District leadership, building leadership, academic coaches	Self evaluation rubrics indicate essential elements are being addressed
Action Step 4	Engage science and other applicable teachers in professional learning modules to enhance their capacity to plan	Dec. 2022-Aug. 2023	Building leadership, academic coaches	STEM units of study have been created and/or adopted.

	and deliver STEM based units of study
This Goal for Year 2	Harrison Elementary will utilize professional learning cycles and a SUCCESS framework to improve instructional practice throughout the 2023-2024 school year as indicated by… *9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math
This Goal for Year 3	Harrison Elementary will utilize professional learning cycles and a SUCCESS framework to improve instructional practice throughout the 2024-2025 school year as indicated by… *9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math

CURRENT YEAR GOAL 2	Throughout the 2022-2023 school year, Harrison Elementary will more fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by… *A decrease of 9 suspensions *An increase of 3% of students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data			
Data Checkpoints (dates)	**September**	**January**	**April**	**June**
Evidence at Checkpoints	**Improving Attendees Suspension Data**	**Improving Attendees Suspension Data**	**Improving Attendees Suspension Data Climate and Culture Data**	**Model Attendees Suspension Data**
Evidence- Based Strategy 1 (must cite study)	Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students*. Collaborative for Academic, Social, and Emotional Learning.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Adopt and implement a district wide SEL program	Aug. 2022-June 2023	District Leadership	An evidence-based SEL program is collaboratively chosen
Action Step 2	All staff training on Equity in Education and establish SEL Leadership Team	Aug. 2022—September 2022	School Leadership and school staff	Pre/Post Self-Efficacy survey
Action Step 3	Provide teachers training and support in utilizing the District SEL program.	Aug. 2022-June 2023	District Leadership, building leadership	Teachers understand the components of the SEL program and how it fits into a system of holistic student supports
Action Step 4	Personalize SEL	September	SEL Leadership Team	Implemented

	support through data dive including classroom observations, behavior data, surveys, etc.	2022-November 2022		schoolwide screener and assessment schedule
Action Step 5	Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	December 2022-March 2023	School staff	Teacher exit tickets and Pre/post observations
Action Step 6	Create SEL strategic plan including vision, mission, goals, and communication plan	April 2023-July 2023	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 7	Progress monitoring SEL strategic plan using PDSA model	August 2022-ongoing	SEL Leadership Team	Progress monitoring report
This Goal for Year 2	Throughout the 2023-2024 school year, Harrison Elementary will more fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by… *A decrease of 9 suspensions *An increase of 3% of students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data			
This Goal for Year 3	Throughout the 2024-2025 school year, Harrison Elementary will more fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by… *A decrease of 9 suspensions *An increase of 3% of students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data			

CURRENT YEAR GOAL 3	Harrison building leadership, teachers, and district coaches will collaborate throughout the 2022-2023 school year in order to implement curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a… *9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math			
Data Checkpoints (dates)	**September**	**January**	**April**	
Evidence at Checkpoints	**Interim Assessment Scores**	**Interim Assessment Scores**	**Interim Assessment Scores**	
Evidence- Based Strategy 1 (must cite study)	-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Complete the ELA and Math Curriculum maps	July 2022-August 2022	Curriculum teams	Both ELA and Math maps are complete
Action Step 2	Engage teacher leaders in refining the curriculum maps with incorporating Beyond Textbooks curriculum into Tier 1 and Tier 2 and the science of reading for grades K-2	August 2022	District Leadership	Curriculum teams have an opportunity to make final edits prior to SY 20-21 implementation
Action Step 3	Introduce all teachers to the maps and engage them in understanding the key curriculum elements	August 2022	Building leadership, Curriculum teams	Teachers will be able to implement the maps with fidelity
Action Step 4	Plan implementation phases of the curriculum maps	August 2022-Sept. 2022	District Leadership	Necessary adjustments are made due to circumstances

	with district leadership and teacher leaders			around the Pandemic response and elearning challenges.
Action Step 5	Modle, engage, and monitor PLCs to ensure reflection and continuous improvement	Sept. 2022-June 2023	Building leadership, academic coaches, teachers	PLC forms are being utilized and reviewed
Action Step 6	Establish data cycles to ensure a guaranteed and viable curriculum	Sept. 2022-June 2023	Building leadership, academic coaches, teachers	Data is being utilized to inform mastery of the priority standards and to plan SUCCESS time
Action Step 7	Establish data cycles to ensure a guaranteed and viable curriculum	Sept. 2022-June 2023	Building leadership, academic coaches, teachers	Data is being utilized to inform mastery of the priority standards and to plan SUCCESS time
Action Step 8	Establish the use of student data binders	Jan 2022-June2023	District leadership, building leadership, academic coaches	Data binders will be utilized in order for students to be able to track their academic growth
This Goal for Year 2	Harrison building leadership, teachers, and district coaches will collaborate throughout the 2023-2024 school year in order to implement curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a… *9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math			
This Goal for Year 3	Harrison building leadership, teachers, and district coaches will collaborate throughout the 2024-2025 school year in order to implement curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a…			

	*9.4% increase in students achieving proficiency in ELA *9.6% increase in students achieving proficiency in Math *11.9% decrease in students achieving low growth in ELA *9.0% decrease in students achieving low growth in Math *9.0% increase in students achieving high growth in ELA *7.9% increase in students achieving high growth in Math

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

		Linked SIP Goals
Professional Development Goal 1	The Harrison Elementary instructional staff will engage in a series of systematic professional learning cycles tied to the development of an instructional priorities model in order to ensure high quality core instruction. Additionally, staff will receive training and supports to ensure SUCCESS time is driven by commitments to know where students are at in learning the priority standards, data is utilized to meet students' individual needs, and everyone thinks critically and collaborates.	**Yes No**
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	● An electronic observation walkthrough tool is developed and utilized to provide teachers with non evaluative formative feedback. ● A process exists for systematically analyzing observational data and using it to inform decision making. ● Observation data indicates newly learned instructional practices are being implemented with fidelity. ● Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met.	

Plan for coaching and support during the learning process:
- A plan for systematically analyzing observation data will be established and used to inform future professional development opportunities and supports.
- The district Elementary Curriculum coordinator will provide leadership support and coordinate technical assistance provider supports to build the systems around improving the instructional core.

How will effectiveness be sustained over time?
- ● Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided. ● Teachers will collaborate over instructional strategies being implemented during PLCs.

Professional Development Goal 2	Harrison Elementary will engage in a series of aligned professional learning experiences to enhance the capacity of all staff to meet the academic, social, and emotional needs of all students. The professional learning experiences will tie into the Multi-Tiered System of Supports (MTSS) framework but will be specific to increasing student engagement through career awareness and exploration.	**Linked SIP Goals** **Yes No**
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	● Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met ● SEL best practices are reflected in instruction as identified through classroom observation data.	

Plan for coaching and support during the learning process:
Multiple sources of data (e.g., PD exit tickets, focus groups, observational data, PLC discussions) will be utilized to inform and plan ongoing supports.

How will effectiveness be sustained over time?
SEL training and supports will be included in the overall MTSS framework.

Professional Development Goal 3	Harrison Elementary will engage in a series of interconnected trainings and follow-up supports in order to develop the capacity and systems needed for curriculum map implementation. Specific attention will be given to: (1) developing an understanding of the key curriculum elements, (2) utilizing vertically aligned priority standards, (3) utilizing proficiency scales, and (4) creating interdisciplinary units of study with a focus on literacy throughout the content areas (5) Science of Reading grades K-2, (6) Beyond Textbooks curriculum grades 3-6	**Linked SIP Goals** **Yes No**
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	● Teachers understand how to plan for and ensure a guaranteed and viable curriculum that is driven by the identified priority standards. ● Teachers can speak to and utilize the key curriculum elements to design and deliver engaging lessons that reach the intended complexity of the identified priority standards. ● Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.	

Plan for coaching and support during the learning process:
Teacher leaders will work at aligning the ARC reading series and current math resources to the curriculum maps. These same teachers will lead implementation efforts to ensure all teachers understand and can use the key curriculum elements. Additionally job embedded support will occur during PLCs as a system for ensuring a guaranteed and viable curriculum is established.

How will effectiveness be sustained over time?
● Processes will be created to routinely address the curricular resources within teacher team meetings.
● Teacher onboarding will be revised to include training and support on the curriculum resources to new teachers.