

*Read through this section before beginning your work.*

**This template contains components that may or may not apply to all schools.**

## GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

## DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

## COMMON ABBREVIATIONS USED IN THE PLAN

- **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 designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

## **BASIC REQUIREMENTS**

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

**SCHOOL INFORMATION**  
***[Required for all schools]***

|                |                                     |
|----------------|-------------------------------------|
| School Name    | Benjamin Harrison Elementary School |
| School Number  | 3941                                |
| Street Address | 4411 Magoun                         |
| City           | East Chicago                        |
| Zip Code       | 46312                               |

## SCHOOL and CONTACT INFORMATION

*[Required for all schools]*

|              |                   |
|--------------|-------------------|
| Principal    | Linda Padilla     |
| Phone number | 219-391-4192      |
| Email        | Lpadilla@ecps.org |

|                |                     |
|----------------|---------------------|
| Superintendent | Dr. Stephen Bournes |
| Phone number   | 219-391-4100        |
| Email          | sbournes@ecps.org   |

|               |                   |
|---------------|-------------------|
| Grant contact | Hope Stovall      |
| Phone number  | 219-391-4100      |
| Email         | hstovall@ecps.org |

|               |                                |
|---------------|--------------------------------|
| Other contact | Christina Gutierrez            |
| Position      | Elementary Curriculum Director |
| Phone number  | 219-391-4100                   |
| Email         | cgutierrez@ecps.org            |

## SCHOOL IDENTIFICATION *[Required for all schools]*

**Choose the appropriate response from the drop down box.**

|                                                     |           |
|-----------------------------------------------------|-----------|
| For implementation during the following years:      | 2025-28 ▾ |
| This is an initial three year plan.                 | Yes ▾     |
| This is a review/update of a plan currently in use. | No ▾      |

|                                                                                                           |          |
|-----------------------------------------------------------------------------------------------------------|----------|
| This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.        | Yes ▾    |
| This school is identified as Targeted Support & Intervention (TSI) by the federal government.             | Yes ▾    |
| This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government. | Yes ▾    |
| This school is not identified as CSI, TSI, or ATSI.                                                       | Choose ▾ |

### **(TSI and ATSI only)**

**Choose from the drop-down box, underperforming student groups identified by the federal government.**

|          |                      |                          |                      |                     |
|----------|----------------------|--------------------------|----------------------|---------------------|
| Black ▾  | Hispanic Ethnicity ▾ | English Language Le... ▾ | Free/Reduced Lunch ▾ | Special Education ▾ |
| Choose ▾ | Choose ▾             | Choose ▾                 | Choose ▾             | Choose ▾            |

## SECTION A

### NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

***[Required for CSI Schools]***

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 SIOT Analysis and Root Cause Analysis.

**Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

| General Academic                                          | Specific Student Groups                                       |                                                                                  | General School Data                                            |
|-----------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Statewide Assessments | <input checked="" type="checkbox"/> Statewide Assessment Data | <input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s) | <input checked="" type="checkbox"/> Attendance*                |
| <input checked="" type="checkbox"/> Federal (ESSA) Data   | <input checked="" type="checkbox"/> Federal (ESSA) Data       | <input checked="" type="checkbox"/> Individual Education Plans (IEPs)            | <input checked="" type="checkbox"/> School Discipline Reports* |
| <input type="checkbox"/> District Assessments             | <input type="checkbox"/> IAM Assessment                       | <input checked="" type="checkbox"/> Individual Learning Plans (ILPs)             | <input type="checkbox"/> Bus Discipline Reports*               |
| <input type="checkbox"/> Dyslexia Assessments             | <input type="checkbox"/> Aptitude Assessment(s)               | <input type="checkbox"/> Staff Training                                          | <input type="checkbox"/> Surveys (parent, student, staff) *    |
| <input type="checkbox"/> Common Formative Assessments     | <input type="checkbox"/> Special Education Compliance Rpt     | <input type="checkbox"/> Aptitude Assessment (e.g. CogAT)                        | <input type="checkbox"/> Daily Schedule Configuration          |
| <input type="checkbox"/> PSAT/SAT/ACT                     | <input type="checkbox"/> Subgroup Assessment Data             | <input type="checkbox"/> Current High Ability Grant                              | <b>*Including student subgroups</b>                            |
| <b>List or Link Other Data Sources Below</b>              |                                                               |                                                                                  |                                                                |
| Link:                                                     |                                                               | Link:                                                                            |                                                                |
| Link:                                                     |                                                               | Link:                                                                            |                                                                |

**Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.**

### Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

|                                                                                                                   |                                                                                                                                    |                         |      |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------|
| Previous Year Goal #1                                                                                             | Increase achievement by 5% for proficiency in ELA and Math                                                                         | Measurable Outcome Met? | No ▾ |
| 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?                                     | Yes ▾                                                                                                                              |                         |      |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change?               | We will continue to work toward 5% proficiency growth in math and reading but we will separate the goals to make them more focused |                         |      |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> |                                                                                                                                    |                         |      |

|                                                                                                                   |                                                                                                |                                |       |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------|-------|
| <b>Previous Year Goal #2</b>                                                                                      | 65% of students will meet their projected proficiency on the NWEA assessment                   | <b>Measurable Outcome Met?</b> | Yes ▾ |
| If the goal was met, how will the school further improve or sustain this level of performance?                    | We will move away from this goal because not all students take NWEA assessment in the 25-26 SY |                                |       |
| If the goal was not met, should the school continue to work toward this goal?                                     | Choose ▾                                                                                       |                                |       |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change?               |                                                                                                |                                |       |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> |                                                                                                |                                |       |

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                |       |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------|
| <b>Previous Year Goal #3</b>                                                                                      | Throughout the 2024-25 school year, Harrison Elementary will continue implementation of 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... <ul style="list-style-type: none"> <li>• A decrease of 9 suspensions</li> <li>• An increase of 3% of students identified as model attendees</li> </ul> | <b>Measurable Outcome Met?</b> | Yes ▾ |
| 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?                                     | Yes ▾                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |       |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change?               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                |       |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                |       |

## SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

### **What is a SIOT Analysis?**

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

### **Instructions: SIOT activity.** (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
  - a. Are our current goals still areas where improvement is needed immediately?
  - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

## SIOT ANALYSIS TEMPLATE

| SIOT Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Areas of Improvement                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Curriculum maps aligned to state standards</li> <li>• Formative assessments aligned to state standards</li> <li>• Established model for assessment and intervention</li> <li>• Frequent monitoring of learning and teaching</li> <li>• Access to technology</li> <li>• Working with Literacy Cadre</li> <li>• Piloting ILearn Checkpoints</li> <li>• DLI program established in grades K-2</li> <li>• Established STEM program</li> </ul> | <ul style="list-style-type: none"> <li>• Academic Proficiency evident on ILearn and Iread 3 state assessments</li> <li>• Student Attendance</li> <li>• PLC</li> <li>• Teacher efficacy</li> <li>• Social Emotional Learning</li> <li>• Supports for ELL population</li> </ul>                        |
| Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Threats                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Development of Dual Language Immersion Program Continuous</li> <li>• updates made to curriculum maps by instructional team to ensure alignment to standards</li> <li>• Implementation of Science of Reading initiative with IDOE Literacy Cadre</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Licensed teacher (non-EP) staffing</li> <li>• Changing district level leadership</li> <li>• Immigration laws and sanctuary city rules may cause families to leave district</li> <li>• Number of transient students</li> <li>• Student attendance</li> </ul> |

## FIVE WHYS WORKSHEET

**Define the problem (precise problem statement):**

Students are not consistently mastering priority standards across grade levels.

**Why is it happening?** (Reasons must be conditions that the school can control)

1. Instructional practices and interventions are not always aligned to address identified learning gaps effectively.

☐ **Why?**

☐

2. Some teachers are unsure how to use formative and summative assessment data to adjust instruction and target specific student needs.

☐ **Why?**

☐

3. Professional development has not consistently focused on improving teacher instructional efficacy or providing ongoing follow-up support after training.

☐ **Why?**

☐

4. Teacher efficacy—confidence in their ability to impact student learning—needs to be strengthened through consistent coaching, collaborative PLC structures, and ongoing support.

☐ **Why?**

☐

**5.**Low academic performance is linked to inconsistent teacher efficacy

☐ **Why?**

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

**What possible strategies might address this root cause?**

| Strategies                                                               |                                                                                                                                    |                                                     |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Problem                                                                  | Root Cause                                                                                                                         | Strategy to Address Problem                         |
| 1. Low academic performance across grade levels                          | Inconsistent teacher efficacy                                                                                                      | Strengthen Professional Learning Communities (PLCs) |
| 2. Low academic performance across grade levels                          | Inconsistent teacher efficacy due to limited teacher experience using assessment data to guide instruction                         | Enhance Use of Data to Drive Instruction            |
| 3. Low academic performance across grade levels                          | Teacher efficacy is limited by lack of collaboration, shared accountability, and recognition of successful instructional practices | Build a Culture of Collective Teacher Efficacy      |
| 4.                                                                       |                                                                                                                                    |                                                     |
| 5.                                                                       |                                                                                                                                    |                                                     |
| 6.                                                                       |                                                                                                                                    |                                                     |
| 7.                                                                       |                                                                                                                                    |                                                     |
| 8.                                                                       |                                                                                                                                    |                                                     |
| 9.                                                                       |                                                                                                                                    |                                                     |
| 10.                                                                      |                                                                                                                                    |                                                     |
| Link additional information here (if necessary) <input type="checkbox"/> |                                                                                                                                    |                                                     |

## SECTION B

### SCHOOL IMPROVEMENT PLANNING

#### PLANNING COMMITTEE

**[Required for all schools]**

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

**List members of the committee below. 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)            |
|----------------------------------|------------------------------|--------------|------------------------------------|
| <b>Sample:</b> <i>Alma Smith</i> | <i>Teacher</i>               | SIP          | <i>ELA, Wht, SpEd, Multiracial</i> |
| Linda Padilla                    | Principal                    | Both ▾       |                                    |
| Sara Marszalek                   | Assistant Principal          | Both ▾       |                                    |
| Amy Bradford                     | Science of Reading Coach     | Both ▾       |                                    |
| Anna Figurski                    | Teacher                      | Both ▾       |                                    |
| Joseph Fragoso                   | Teacher                      | Both ▾       |                                    |
| Ashley Montasiewicz              | Teacher                      | Both ▾       |                                    |
| Shana Chandler                   | Sped Teacher                 | Both ▾       |                                    |
| Nelda Sandoval                   | Community Engagement Liaison | Both ▾       |                                    |
| Lourdes Hicks                    | Parent                       | Both ▾       |                                    |
| Debra Bolanos                    | Community Member             | Both ▾       |                                    |
|                                  |                              | Choose ▾     |                                    |



**SCHOOL AND COMMUNITY NARRATIVE**  
***[Optional for all schools]***

A narrative description of the school, community, and educational programs.

Link additional information here  
(if necessary) ☐

## ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

*[Optional for all schools]*

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.

### **District Vision**

### **School Vision**

### **District Mission**

### **School Mission**

**ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS**  
(continued)  
***[Optional for all schools]***

|                         |
|-------------------------|
| <b>District Goal(s)</b> |
|                         |

|                                                                    |          |
|--------------------------------------------------------------------|----------|
| Does the school's vision support the district's vision?            | Choose ▾ |
| Does the school's mission support the district's mission?          | Choose ▾ |
| Does the school's vision and mission support the district's goals? | Choose ▾ |

|                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?</b> |  |
|                                                                                                                                                     |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                                                  |  |

## EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

*[Optional for all schools]*

Use the space below to add additional information about educational programming and the learning environment.

Link additional information here  
(if necessary) ☐

## CURRICULUM AND INSTRUCTIONAL STRATEGIES

*[Optional for all schools]*

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Link additional information here  
(if necessary) ☐

**STUDENT ACHIEVEMENT**  
***[Optional for all schools]***

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

Link additional information here  
(if necessary) ☐

**STUDENT DATA**  
***[Optional for all schools]***

Use the space below to add information about data, including graphs, from the annual performance indicators.

Link additional information here  
(if necessary) ☐

## PROPOSED INTERVENTIONS

*[Optional for all schools]*

Use the space below to add information about proposed interventions based on the school improvement plan.

Link additional information here  
(if necessary) ☐

## ESSENTIAL INFORMATION & CORE ELEMENTS

**[Required for all schools]**

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 will not be used 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 schools]**

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

| Subject/Course  | Grades | Resource Name      | Aligned to IAS | Tier(s)  | Rationale for Resource Use                                                                                                                                                                                                                                                                                                           | Continue Use? | X                        |
|-----------------|--------|--------------------|----------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------|
| Sample: Reading | 1-6    | ABC Reading is Fun | Yes ▾          | Choose ▾ | Textbooks and readers are core components of a reading program.                                                                                                                                                                                                                                                                      | Yes ▾         | <input type="checkbox"/> |
| ELA             | k-6    | SAVVAS MyView      | Yes ▾          | Tier 1 ▾ | myView Literacy is a comprehensive, interactive English language arts (ELA) program for grades K-5 that is grounded in the science of reading in order to provide a research-based approach to the teaching of reading, writing, speaking, and listening.                                                                            | Yes ▾         | <input type="checkbox"/> |
| ELA             | K-3    | UFLI               | Yes ▾          | Tier 2 ▾ | UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. | Yes ▾         | <input type="checkbox"/> |
| Math            | k-6    | Reveal Math        | Yes ▾          | Tier 1 ▾ | 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                                                                                                                                                                                   | Yes ▾         | <input type="checkbox"/> |

|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |
|---------|-----|-----------------------------|-------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------|
|         |     |                             |       |          | strategically designed to fuel active student engagement and deepen conceptual understanding                                                                                                             |       |                          |
| Reading | k-2 | Heggerty Phonemic Awareness | Yes ▾ | Tier 1 ▾ | Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans.                                                                            | Yes ▾ | <input type="checkbox"/> |
| Reading | 3-4 | Heggerty Bridge the Gap     | Yes ▾ | Tier 2 ▾ | A series of systematic phonemic awareness lessons. It is also used as an intervention for students with reading difficulties.                                                                            | Yes ▾ | <input type="checkbox"/> |
| Math    | k-6 | Aleks                       | Yes ▾ | Tier 1 ▾ | Aleks is a research-based online learning program that develops individualized student learning paths within math                                                                                        | Yes ▾ |                          |
| Reading | 4-6 | Reading Horizons Elevate    | Yes ▾ | Tier 3 ▾ | An intensive, small-group, supplementary literacy intervention for students who find reading difficult.                                                                                                  | Yes ▾ |                          |
| Reading | k-3 | Reading Horizons Discovery  | Yes ▾ | Tier 3 ▾ | An intensive, small-group, supplementary literacy intervention for students who find reading difficult.                                                                                                  | Yes ▾ |                          |
| Reading | 4-6 | Readable English            | Yes ▾ | Tier 3 ▾ | An intensive, small-group, supplementary literacy intervention for students struggling in reading, specifically sped and EL. .                                                                           | Yes ▾ |                          |
| Reading | k-2 | 95% Group                   | Yes ▾ | Tier 3 ▾ | 95% helps young learners build phonological and phonemic awareness. Lessons are sequenced in order from the simplest syllable skills with compound words to the most complex phoneme substitution tasks. | Yes ▾ |                          |
|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |
|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |
|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |
|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |
|         |     |                             |       |          |                                                                                                                                                                                                          |       |                          |

**CORE ELEMENT 1: CURRICULUM**  
**(continued)**  
***[Required for all schools]***

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

| The public may view the school's curriculum in the following location(s)                |  |
|-----------------------------------------------------------------------------------------|--|
| <a href="https://www.scec.k12.in.us/academics">https://www.scec.k12.in.us/academics</a> |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>      |  |

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

*[Required for all schools]*

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 ▾  | <input type="checkbox"/> |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.                               | Yes ▾  | <input type="checkbox"/> |
| A variety of instructional strategies are employed to meet the diverse learning needs of students.                                    | Yes ▾  | <input type="checkbox"/> |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).         | Yes ▾  | <input type="checkbox"/> |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.          | Yes ▾  | <input type="checkbox"/> |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.                    | Yes ▾  | <input type="checkbox"/> |
| Instructional strategies provide students with multiple options for illustrating their knowledge.                                     | Yes ▾  | <input type="checkbox"/> |
| Instructional strategies foster active participation by students during the instructional process                                     | Yes ▾  | <input type="checkbox"/> |
| Teachers and staff promote authentic learning and student engagement across all content areas.                                        | Yes ▾  | <input type="checkbox"/> |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process.                       | Yes ▾  | <input type="checkbox"/> |
| Instructional strategies assist with bridging the cultural differences in the learning environment.                                   | Yes ▾  | <input type="checkbox"/> |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.                                       | Yes ▾  | <input type="checkbox"/> |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)                   | Yes ▾  | <input type="checkbox"/> |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.          | Yes ▾  | <input type="checkbox"/> |

**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.**

Our school provides multiple layers of academic support to ensure that students who experience difficulty in mastering proficient and advanced levels of achievement receive effective and timely assistance. Teachers use ongoing formative assessments, benchmark data, and classroom performance to identify students in need of additional help.

Targeted interventions are provided through WIN (What I Need) time, during which students receive small-group instruction focused on specific skill deficits in reading and math. Intervention groups are flexible and adjusted regularly based on progress monitoring data. Students performing below grade level receive evidence-based interventions such as guided reading groups, math fact fluency practice, phonics instruction, and strategy-based problem-solving sessions.

Additionally, paraprofessionals, interventionists, and specialists provide push-in and pull-out support to address individual learning needs. For students requiring more intensive support, the Multi-Tiered System of Supports (MTSS) framework is implemented, including Tier 2 and Tier 3 interventions with documented progress monitoring and parent communication.

Teachers also offer after-school tutoring, enrichment opportunities, and reteaching during class to help close gaps. Professional learning communities (PLCs) meet regularly to review data, discuss effective instructional strategies, and adjust interventions.

Through these coordinated efforts, our school ensures that every student receives the differentiated support and instructional time necessary to achieve academic success.

**Link additional information here**  
(if necessary) ☐

### CORE ELEMENT 3: ASSESSMENT

*[Required for all schools]*

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 [CFA], 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                        |
|--------------------------------|----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------|
| NWEA                           | 3-6      | Benc... ▾ | The resulting data is used for the analysis of each student's academic growth and achievement.                                    | Yes ▾        | <input type="checkbox"/> |
| Mindplay                       | k-3      | Benc... ▾ | An assessment used to screen students for dyslexia                                                                                | Yes ▾        | <input type="checkbox"/> |
| District Formative Assessments | k-6      | Form... ▾ | An assessment aligned to standard to gauge student understanding of content. Data used to group students for reteach/intervention | Yes ▾        | <input type="checkbox"/> |
| WIDA                           | k-6      | Benc... ▾ | English language proficiency test                                                                                                 | Yes ▾        | <input type="checkbox"/> |
|                                |          | Choose ▾  |                                                                                                                                   | Choose ▾     | <input type="checkbox"/> |
|                                |          | Choose ▾  |                                                                                                                                   | Choose ▾     | <input type="checkbox"/> |
|                                |          | Choose ▾  |                                                                                                                                   | Choose ▾     | <input type="checkbox"/> |
|                                |          | Choose ▾  |                                                                                                                                   | Choose ▾     | <input type="checkbox"/> |
|                                |          | Choose ▾  |                                                                                                                                   | Choose ▾     | <input type="checkbox"/> |

| 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 ▾  | <input type="checkbox"/> |
| The school uses assessment data to identify students for Tier II and Tier III instruction.                                                                   | Yes ▾  | <input type="checkbox"/> |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | Yes ▾  | <input type="checkbox"/> |

**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 to improve student achievement.**

Teachers are integral to the decision-making process regarding the use of academic assessment data to improve student achievement. A structured system for data analysis and classroom management serves as an ongoing professional development focus designed to strengthen teachers' capacity to effectively utilize existing data within the school's Professional Learning Community (PLC) framework.

Weekly PLC meetings provide teachers with opportunities to collaboratively analyze formative, interim, and summative assessment data. These sessions focus on identifying student learning trends, determining instructional priorities, and developing targeted plans for core instruction, remediation, and enrichment. Teachers are expected to use data to guide instructional decisions and share effective strategies that address student needs.

In addition to school-based PLCs, teachers participate in monthly district-wide PLCs, allowing for cross-school collaboration and alignment of instructional practices. Data meetings, facilitated by the principal, further support staff in the analysis of assessment results, ensuring that instructional time remains focused on student learning and improvement.

New teachers receive additional support through twice-monthly district professional development sessions that emphasize curriculum implementation and data-driven instruction. Mentor teachers, each with a minimum of five years of experience, provide ongoing guidance and modeling of both effective data use and classroom management strategies.

Through these structures, teachers are consistently engaged in collaborative data review and decision-making processes that inform instructional planning and interventions. This approach ensures that assessment results are used systematically and effectively to enhance teaching practices and promote continuous student achievement growth.

**Link additional information here**  
(if necessary) ☐

## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

*[Required for all schools]*

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

At Harrison Elementary, technology is used intentionally to enhance student learning, engagement, and collaboration. As a two-to-one technology school, all students in grades K–6 have access to a Chromebook or laptop for in-school use, and students in grades 3–6 also have devices available for home use. Technology is integrated into daily instruction across all content areas, with a specific focus on leveraging digital tools to support differentiated learning and individualized pacing.

Students utilize technology to participate in interactive lessons, access online instructional materials through Canvas, and engage in programs that provide targeted support and enrichment in reading and math. These platforms allow teachers to monitor progress, assess understanding, and tailor instruction to meet individual needs. In addition, supplemental software promotes skill development and reinforces classroom learning. Communication with families is strengthened through the use of ClassDojo, which keeps parents informed of student successes and behavior expectations. Overall, technology serves as a key tool for fostering collaboration, increasing engagement, and supporting continuous academic growth.

**Link additional information here**  
(if necessary) ☐

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

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

*[Required for all schools]*

Answer the questions for the grade levels in your school.

### Grades K-5 only

| What career awareness activities are provided for students? | Yes/No |                                                                  | Yes/No |
|-------------------------------------------------------------|--------|------------------------------------------------------------------|--------|
| Currently implementing career awareness activities?         | Yes ▾  | Career day/fair or community day                                 | Yes ▾  |
| Career simulation (JA/Biztown, etc.)                        | Yes ▾  | Career-focused clubs (robotics, agricultural garden, STEM, etc.) | Yes ▾  |
| Career-focused classroom lessons                            | Yes ▾  | Guest speakers                                                   | Yes ▾  |
| Not currently implementing career exploration activities    |        | No ▾                                                             |        |
| Other:                                                      |        |                                                                  |        |

| If “not currently implementing career exploration activities” was indicated above, explain why. |  |
|-------------------------------------------------------------------------------------------------|--|
|                                                                                                 |  |
| Link additional information here<br>(if necessary) <input type="checkbox"/>                     |  |

**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
**(continued)**  
***[Required for all schools]***

**Grades 6-8 only**

| What career awareness activities are provided for students?           | Yes/No |                                  | Yes/No |
|-----------------------------------------------------------------------|--------|----------------------------------|--------|
| Currently implementing career information activities?                 | Yes ▾  | Career-related courses           | No ▾   |
| Career-focused classroom lessons                                      | Yes ▾  | Job-site tours                   | No ▾   |
| Guest speakers                                                        | Yes ▾  | Career day/fair or community day | Yes ▾  |
| Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.) | Yes ▾  | Online career navigation program | No ▾   |
| Not currently implementing career exploration activities              |        | No ▾                             |        |
| Other:                                                                |        |                                  |        |

| If “not currently implementing career exploration activities” was indicated above, explain why. |  |
|-------------------------------------------------------------------------------------------------|--|
|                                                                                                 |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>              |  |

**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
**(continued)**  
***[Required for all schools]***

**Grades 9-12 only**

| What career awareness activities are provided for students?           | Yes/No   |                                                          | Yes/No   |
|-----------------------------------------------------------------------|----------|----------------------------------------------------------|----------|
| Currently implementing career information activities?                 | Choose ▾ | Job shadowing                                            | Choose ▾ |
| Job-site tours                                                        | Choose ▾ | Career-related courses                                   | Choose ▾ |
| Guest speakers                                                        | Choose ▾ | Career day/fair or community day                         | Choose ▾ |
| Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.) | Choose ▾ | Online career navigation program                         | Choose ▾ |
| Industry-related project-based learning                               | Choose ▾ | Not currently implementing career exploration activities | Choose ▾ |
| Other:                                                                |          |                                                          |          |

| If “not currently implementing career exploration activities” was indicated above, explain why. |  |
|-------------------------------------------------------------------------------------------------|--|
|                                                                                                 |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>              |  |

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

***[Required for all schools]***

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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 ▾  | <input type="checkbox"/> |
| A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention. | Yes ▾  | <input type="checkbox"/> |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.           | Yes ▾  | <input type="checkbox"/> |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.                | Yes ▾  | <input type="checkbox"/> |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained.                                | Yes ▾  | <input type="checkbox"/> |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.            | Yes ▾  | <input type="checkbox"/> |
| All staff express the belief that all children can learn and consistently encourage students to succeed.                        | Yes ▾  | <input type="checkbox"/> |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive.             | Yes ▾  | <input type="checkbox"/> |

**Briefly answer the following:**

| What practices are in place to maintain a safe environment?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Harrison Elementary is committed to maintaining a safe, supportive, and nurturing environment for all students, staff, and visitors. Safety practices are implemented through proactive supervision, consistent routines, and clear behavioral expectations aligned with our school-wide PBIS (Positive Behavioral Interventions and Supports) framework. Staff members actively monitor hallways, playgrounds, and common areas to ensure students are safe and supported throughout the day.</p> <p>All exterior doors remain locked during instructional hours, and visitors are required to check in through the main office using a secure sign-in system. Regular safety drills—including fire, severe weather, and intruder drills—are conducted to ensure students and staff know how to respond appropriately in emergency situations. In addition, staff receive ongoing training on safety procedures, crisis response, and student supervision.</p> |

We also emphasize emotional safety by promoting respect, inclusion, and positive relationships among students through SEL (Social-Emotional Learning) lessons and restorative practices. Together, these measures create a structured and caring environment where students can focus on learning and growing each day.

**Link additional information here**  
(if necessary) ☐

## CORE ELEMENT 7: CULTURAL COMPETENCY

***[Required for all schools]***

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 using the dropdowns below.**

| Group                          | X                                   | Group                    | X                                   | Group                                     | X                                   |
|--------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------------|-------------------------------------|
| American Indian/Alaskan Native | <input type="checkbox"/>            | English Language Learner | <input checked="" type="checkbox"/> | Multiracial                               | <input checked="" type="checkbox"/> |
| Asian                          | <input type="checkbox"/>            | Free/Reduced Lunch       | <input checked="" type="checkbox"/> | Native Hawaiian or Other Pacific Islander | <input type="checkbox"/>            |
| Black                          | <input checked="" type="checkbox"/> | Hispanic Ethnicity       | <input checked="" type="checkbox"/> | White                                     | <input checked="" type="checkbox"/> |

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

Racial, ethnic, language-minority, and socio-economic groups at Harrison Elementary are identified through the use of state data reports and student enrollment information collected during registration. This includes data entered into the state reporting system, which captures demographic details such as race, ethnicity, primary language spoken at home, and eligibility for free or reduced-price lunch. In addition, information from English Language (EL) proficiency assessments and home language surveys helps identify students who are part of language-minority groups. These data sources are reviewed regularly to ensure accuracy and to guide instructional planning, resource allocation, and support services aimed at meeting the diverse needs of all students.

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

Harrison Elementary implements a variety of strategies to increase educational opportunities and improve performance for all student groups identified through school data. Instruction is differentiated to meet the academic and language needs of diverse learners, with targeted small-group instruction and intervention blocks designed to address specific skill gaps in reading and math. English Learners receive additional language support through individualized instruction, scaffolded lessons, and the integration of visual and interactive learning tools.

The school also utilizes progress monitoring and data analysis within PLCs (Professional Learning Communities) to identify students in need of additional support and to adjust instruction accordingly. Supplemental programs and technology-based interventions provide opportunities for personalized learning and enrichment. Family engagement is encouraged through communication platforms, conferences, and outreach efforts to strengthen the home-school connection and ensure families have the resources needed to support learning.

Additionally, staff participate in professional development focused on culturally responsive teaching practices and equity in education to ensure that instruction, expectations, and support systems meet the needs of all students, regardless of background or circumstance.

|                                                                                    |  |
|------------------------------------------------------------------------------------|--|
|                                                                                    |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |

**CORE ELEMENT 7: CULTURAL COMPETENCY**  
**(continued)**  
***[Required for all Schools]***

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

Professional development necessary for staff to work effectively in cross-cultural situations at Harrison Elementary will focus on increasing cultural competency and ensuring that instruction reflects the diversity of our student population. As part of our continuous improvement efforts, staff will engage in training that helps them understand and value different cultural perspectives, recognize implicit bias, and implement strategies for creating inclusive classroom environments.

Professional learning will also include opportunities to explore and incorporate culturally relevant teaching practices into daily instruction. As curriculum maps are refined, staff will receive guidance on identifying and integrating instructional materials and community-based resources that reflect the cultural backgrounds and experiences of our students. This approach will strengthen students' connections to learning, promote equity, and enhance their understanding of how education relates to their own lives and communities.

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

At Harrison Elementary, curriculum materials are intentionally selected and supplemented to ensure that all students' cultural differences are recognized, represented, and appreciated. Staff have been provided with articles and research focused on cultural awareness and instructional practices that support diverse learners. These resources help teachers integrate culturally responsive strategies and materials into daily instruction across all subject areas.

As curriculum maps are refined, teachers are encouraged to include texts, media, and learning activities that reflect the diverse cultural backgrounds of our students. In addition to classroom materials, the school hosts various community events throughout the year that celebrate cultural traditions and bring together students, families, and staff. These events, along with the inclusive instructional resources, foster a learning environment where diversity is valued and every student feels seen, respected, and connected to the school community.

**Link additional information here**  
(if necessary) ☐

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

***[Required for all schools]***

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What may be contributing to the attendance trend?</b>                                   | <p>Several factors are contributing to the current attendance trends at Harrison Elementary. Many parents face personal challenges that make it difficult to consistently bring their students to school. In some cases, older students are required to stay home to care for younger, non-school-age siblings, and some parents leave for work early, relying on students to arrive at school on their own. Additionally, there are instances where students do not attend school, and parents are unaware of the absences until they are contacted by the school.</p> <p>This year, attendance concerns are further impacted by heightened anxiety related to the presence of ICE agents in the community. Some families may be hesitant to send students to school regularly due to fear or uncertainty about potential immigration enforcement, which adds an additional layer of complexity to maintaining consistent attendance. These combined factors highlight the need for ongoing communication, support, and community outreach to ensure all students are able to attend school safely and consistently.</p> |
| <b>What procedures and practices are being implemented to address chronic absenteeism?</b> | <p>For the 2025–2026 school year, Harrison Elementary continues to implement a comprehensive approach to address chronic absenteeism. The school leverages the SCEC student management system, Skyward, to track attendance data and communicate regularly with students and families about the importance of consistent school attendance.</p> <p>Mandatory meetings with families and the truancy committee are held to address ongoing attendance concerns and develop individualized plans to support students in improving attendance. Families of chronically absent students are referred to Geminus for additional resources and support services.</p> <p>Additionally, attendance incentives are being utilized to encourage regular attendance, including homeroom competitions and recognition for improved attendance. These procedures, combined with proactive communication and community support, are designed to reduce chronic absenteeism and ensure students have consistent access to learning opportunities.</p>                                                                                    |

|                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                         |  |
|--------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------|--|
| <b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b> |  | <p>At Harrison Elementary, the effectiveness of procedures and practices to reduce chronic absenteeism is closely monitored through multiple measures. The Skyward student management system is used to track daily attendance, generate reports, and communicate with students and families about absences. Families of chronically absent students are connected with community resources for additional support, ensuring that barriers to attendance are addressed proactively.</p> |  |                         |  |
|                                                                                                              |  | <p>A truancy team—composed of a truancy officer, dean, social worker, and building-level administrators—follows the district’s truancy policy to systematically address unexcused absences. The policy outlines a graduated response, including automated calls, letters to parents or guardians, mandatory attendance meetings, overnight suspensions, and, when necessary, citations or DCS reports.</p>                                                                              |  |                         |  |
|                                                                                                              |  | <p>The team reviews attendance data regularly, monitors the outcomes of interventions, and adjusts strategies as needed to support students in improving attendance. This multi-tiered approach allows the school to both respond to chronic absenteeism promptly and track trends over time to evaluate the effectiveness of attendance initiatives.</p>                                                                                                                               |  |                         |  |
| <b>Number of students absent 10% or more of the school year:</b>                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                         |  |
| <b>Last Year:</b>                                                                                            |  | <b>Two Years Ago:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>Three Years Ago:</b> |  |

| <b>Best Practice/Requirements Self-Check</b>                                                                            |  | <b>Yes/No</b> |
|-------------------------------------------------------------------------------------------------------------------------|--|---------------|
| The school has and follows a chronic absence reduction plan.                                                            |  | Yes           |
| An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students |  | Yes           |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                      |  |               |

## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

*[Required for all schools]*

|                                                                                        |
|----------------------------------------------------------------------------------------|
| <b>How does the school maximize family engagement to improve academic achievement?</b> |
|----------------------------------------------------------------------------------------|

Harrison Elementary maximizes family engagement to improve academic achievement by actively involving parents and caregivers in all phases of their child's learning. The school communicates regularly with families through multiple channels, including the school website, monthly newsletters, parent-teacher conferences, and technology-supported platforms. The Community Engagement Liaison plays a key role in supporting communication and family engagement with a focus on enhancing student academic outcomes, while the bilingual outreach coordinator ensures that Spanish-speaking families have access to resources and support.

To further engage families, Harrison implements a variety of strategies and events, including Title I meetings, three annual parent-teacher conferences, monthly family involvement nights, fine arts events, and academic-focused activities. These initiatives foster strong partnerships between the school, families, and the community, creating a supportive environment that promotes student learning, achievement, and social-emotional growth.

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

Parents and families at Harrison Elementary are able to express ideas, concerns, and suggestions through multiple channels. The school regularly administers a parent survey to gather feedback on parents' hopes, concerns, and recommendations. Families are also encouraged to communicate directly with their child's teacher via telephone, email, or written notes.

A core parenting team actively volunteers at the school and facilitates workshops for other parents, providing additional opportunities for input and collaboration. Additionally, the bilingual outreach coordinator and the Community Engagement Liaison hosts regular parent meetings and workshops where families can share concerns, ask questions, and offer suggestions. These strategies ensure that parents have meaningful ways to participate in decision-making and support their child's academic and social-emotional growth.

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

Harrison Elementary involves parents and families in maintaining and increasing high levels of student attendance through proactive communication and support. Teachers ensure that students who are absent have access to missed assignments and work individually with them to complete all make-up work, keeping families informed of their child's progress.

The school also provides additional support through a truancy officer who connects families with resources and guidance to address barriers to consistent attendance. Harrison participates in the district's truancy program, which coordinates with several local agencies to offer families comprehensive support. By engaging parents in these processes and providing access to resources, the school fosters a partnership that encourages regular attendance and supports student success.

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

Teachers and staff at Harrison Elementary bridge cultural differences through intentional and effective communication that honors the diversity of the school community. The school hosts cultural events, such as Hispanic Heritage and Black History culture nights, which provide opportunities for staff, students, and families to celebrate and learn from different cultural traditions. Participation in these events helps staff develop cross-cultural skills that enhance family engagement and ensure that classroom instruction is culturally relevant and meaningful.

Additionally, Harrison employs a full-time bilingual outreach coordinator who focuses on engaging and supporting the school's significant population of Hispanic families. Through this role, staff are able to communicate effectively across language barriers, build strong relationships with families, and ensure that all students and families feel included, respected, and connected to the school community.

**Link additional information here**  
(if necessary) ☐

## **CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT**

***[Title I schoolwide only]***

**The following is specific to Title I Schoolwide Programs.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Describe strategies used to increase parental involvement.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p>Harrison Elementary employs a variety of strategies to increase parental involvement, recognizing that family engagement is essential to students' academic, social, and emotional development. The school actively involves parents in all phases of their child's learning and keeps families informed of available services and resources through multiple communication channels, including the school website, monthly newsletters, parent-teacher conferences, and technology-supported communications.</p> <p>To further support family engagement, Harrison has a dedicated Community Engagement Liaison who facilitates communication and works with families to enhance student academic outcomes. Additionally, a bilingual family outreach coordinator supports Spanish-speaking families, ensuring they have access to information, resources, and opportunities to be actively involved in their child's education. These strategies create strong partnerships between the school and families, fostering meaningful involvement and collaboration.</p> |  |
| <b>How does the school provide individual academic assessment results to parents/guardians?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p>Harrison Elementary provides individual academic assessment results to parents and guardians by sending all assessment reports home with students. Assessment reports are also uploaded to skyward, our student management system. In addition, parents receive guidance during open houses and parent-teacher conferences to help them understand and interpret their child's data. Staff place a strong emphasis on communicating the importance of academic growth as reflected in formative, interim, and summative assessments, ensuring parents are informed partners in supporting their child's learning and progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>How does the school involve parents in the planning, review, and improvement of the schoolwide plan?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p>Harrison Elementary involves parents in the planning, review, and improvement of the schoolwide plan by including them on multiple school committees, including those responsible for developing the school improvement plan. The Community Engagement Liaison leads and coordinates these efforts, ensuring that parents have meaningful opportunities to provide input, share ideas, and participate in decision-making processes that support the school's continuous improvement and student success.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |



## CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

*[Secondary schools only]*

The following is specific to secondary schools.

|                                                                                                                                                 |  |                                                          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------|--|
| 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 (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted? |  |                                                          |  |
|                                                                                                                                                 |  |                                                          |  |
| Graduation rate last year:                                                                                                                      |  | Percent of students on track to graduate in each cohort: |  |
| Link additional information here<br>(if necessary) <input type="checkbox"/>                                                                     |  |                                                          |  |

## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

***[Title I schoolwide only]***

**This section applies only to schools that receive Title I funds 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.**

Harrison Elementary coordinates and integrates federal, state, and local funds to maximize resources and support for instructional programming and student services. Funding from multiple sources is carefully considered and aligned to ensure that programs and services complement one another and address the diverse needs of students. Local, state, and federal funds are coordinated to the greatest extent possible, including in-kind services and program components, to enhance learning opportunities and support school initiatives. All funding decisions and allocations are overseen by the district federal funds manager to ensure compliance, accountability, and effective use of resources.

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

At this time, Harrison Elementary and district leaders have chosen not to consolidate any programs under the schoolwide plan. However, the school will continue to ensure coordination of resources, programming, and services across local, state, and federal funding sources to maximize support for student learning and success.

**Link additional information here  
(if necessary) ☐**

## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

(continued)

***[Title I schoolwide only]***

**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.**

Harrison Elementary supports preschool children in transitioning to kindergarten through a coordinated and intentional plan. The School City of East Chicago operates a city-wide preschool program at the Carrie Gosch Early Learning Center, and Harrison's administration, teachers, and preschool staff collaborate regularly on curriculum and instructional strategies to ensure continuity in learning.

Each spring, preschool students are invited to visit Harrison's kindergarten classrooms, participating in activities designed to familiarize them with the school environment and help them feel comfortable in their new setting. During registration, parents receive important information about the upcoming school year, including required immunizations, available programs, and expectations for attendance and readiness to learn. These efforts help ensure a smooth transition and set the foundation for academic and social-emotional success in kindergarten.

**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 teachers leaders.**

Harrison Elementary attracts and supports high-quality teachers through a combination of district-level and school-based strategies. The district provides targeted support and technical assistance to address staffing needs and ensure that vacancies are filled with qualified candidates.

New teachers at Harrison participate in the ECPS Teacher Mentor Program, which includes an orientation at the beginning of the year to familiarize them with district policies, procedures, and resources. At the building level, teachers are paired with experienced mentors, receive guidance from an instructional coach, and have opportunities for peer observations to promote professional growth and collaboration. These strategies help attract and retain high-quality educators while providing ongoing support to ensure effective instruction and student success.

**Link additional information here  
(if necessary) ☐**

**CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

(continued)

**[Title / schoolwide only]**

**Provide a list of all instructional staff. Include licensure/certification and current class/subject areas 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.**

| Staff Name                                                               | Licensure/Certification                                       | Assigned Class/Subject |
|--------------------------------------------------------------------------|---------------------------------------------------------------|------------------------|
|                                                                          |                                                               |                        |
|                                                                          |                                                               |                        |
|                                                                          |                                                               |                        |
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|                                                                          |                                                               |                        |
|                                                                          |                                                               |                        |
|                                                                          |                                                               |                        |
| Link additional information here (if necessary) <input type="checkbox"/> | <a href="#">25/26 Harrison Elementary License Credentials</a> |                        |

## SCHOOL IMPROVEMENT PLAN *[Required for all schools]*

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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

| Possible Funding Sources                                                  |                                                                                                                               |                             |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Title IA<br>Title II<br>Title III<br>Title IV<br>School Improvement (SIG) | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School Program<br>Rural and low-income schools | General funds<br>Head Start |

### Using the Goal Template

#### Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

## GOAL TEMPLATE

| GOAL (EXAMPLE)                                                                  |                                                                                                                                                                                                                                  |                                    |                                  |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------|
| <b>Goal</b>                                                                     | <i>Example:<br/>By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>                                                                                 |                                    |                                  |
| <b>Sub-Group focus</b>                                                          | SpEd/ ELL                                                                                                                                                                                                                        |                                    |                                  |
| <b>The Strategies we are going to implement are</b>                             | Gradual release, Data driven practices, and writing workshops                                                                                                                                                                    |                                    |                                  |
| <b>To address the Root Cause</b>                                                | Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.                                                                                                                 |                                    |                                  |
| <b>Which will help us meet this student outcome Goal*</b>                       | By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.                                                                                                            |                                    |                                  |
| How Will We Get There?                                                          |                                                                                                                                                                                                                                  |                                    |                                  |
| Evidence Based Strategies to Address Problems                                   | Supporting Research for Strategy                                                                                                                                                                                                 | Who is Accountable for Strategy?   | Timeline                         |
| <i>Gradual Release</i>                                                          | <i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., &amp; Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i> | <i>Administration and teachers</i> | <i>September 2021 - May 2022</i> |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |                                                                                                                                                                                                                                  |                                    |                                  |

## STRATEGY TEMPLATE

|                                                                                                                                                                  |                                                                                                                                                                                    |                             |                    |                         |                 |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>Strategy</b><br><b>(EXAMPLE)</b>                                                                                                                              | <b>Gradual Release</b>                                                                                                                                                             |                             |                    |                         |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                                                                                                        | <b>Position Responsible</b> | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |
| Model GRR                                                                                                                                                        | Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.  | Admin                       | Lesson Plans       | PowerPoint              | 5.24.2024       | In Progress ▾ |
| Mini-lesson focus with GRR                                                                                                                                       | Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility | Teachers                    | Lesson Plans       | GRR template            | 5.24.2024       | In Progress ▾ |
| Lesson Plan template with GRR                                                                                                                                    | Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility                                                   | Admin and teachers          | Lesson Plans       | GRR LP template         | 5.24.2024       | Completed ▾   |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                                                                                                                                                    |                             |                    |                         |                 |               |

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

| GOAL                                                      |                                                                                                                                                                                                                                                          |                                  |          |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------|
| <b>Goal</b>                                               | Increase achievement by 5% for proficiency in Math on Ilearn Assessment                                                                                                                                                                                  |                                  |          |
| <b>Sub-group focus</b>                                    | All Students                                                                                                                                                                                                                                             |                                  |          |
| <b>The strategies we are going to implement are</b>       | Peer Observations, PLC, Intervention Plan                                                                                                                                                                                                                |                                  |          |
| <b>To address the root cause</b>                          | Teacher Efficacy                                                                                                                                                                                                                                         |                                  |          |
| <b>Which will help us meet this student outcome goal*</b> | Incorporating best practices and data analysis to improve student achievement                                                                                                                                                                            |                                  |          |
| How Will We Get There?                                    |                                                                                                                                                                                                                                                          |                                  |          |
| Evidence Based Strategies to Address Problems             | Supporting Research for Strategy                                                                                                                                                                                                                         | Who is Accountable for Strategy? | Timeline |
| PLC                                                       | Carlson, D., Borman, G., & Robinson, M. (2011). <i>A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement</i> . Educational Evaluation and Policy Analysis, 33(3), pp. 378–398. | Instructional Leadership Team    | Ongoing  |
| Collaborative Teachers                                    | Goddard, R., Hoy, W., & Hoy, A. (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i> . American Educational Research Journal, 37(2), pp. 479–507.                                                         | Instructional Leadership Team    | Ongoing  |
|                                                           |                                                                                                                                                                                                                                                          |                                  |          |
|                                                           |                                                                                                                                                                                                                                                          |                                  |          |
|                                                           |                                                                                                                                                                                                                                                          |                                  |          |

|                                                                                    |  |
|------------------------------------------------------------------------------------|--|
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |
|------------------------------------------------------------------------------------|--|

| Strategy #1                                                                                                                                               | PLC                                                                                    |                                                                                                                |                             |                                       |          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                                                                                        |                                                                                                                |                             |                                       |          |               |
| Activity (Action Step)                                                                                                                                    | Activity Description                                                                   | Position Responsible                                                                                           | Measurement                 | Resources Needed                      | Timeline | Status        |
| Conduct data-driven PLCs to address learning gaps in priority math standards                                                                              | Weekly PLC meetings to analyze data, identify gaps, and plan instructional adjustments | Instructional Leadership Team                                                                                  | Data Collection and Agendas | Curriculum resources, assessment data | Weekly   | In Progress ▾ |
| Utilize the curriculum PLC to debrief and plan for each math unit                                                                                         | Weekly PLC sessions to reflect on lessons, share strategies, and plan interventions    | Instructional Coach                                                                                            | Data Collection and Agendas | Curriculum guides, assessment data    | Weekly   | In Progress ▾ |
|                                                                                                                                                           |                                                                                        |                                                                                                                |                             |                                       |          | Choose ▾      |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?                  |                                                                                        | This has been implemented and is ongoing. PLC agendas and notes demonstrate active participation and fidelity. |                             |                                       |          |               |
| How has student achievement been impacted? What is the evidence?                                                                                          |                                                                                        | Evidence is seen in interim math assessment data and growth on prior-year iLearn scores.                       |                             |                                       |          |               |
| How will implementation be adjusted and/or supported moving into next year?                                                                               |                                                                                        | The PLC format and schedule will continue with additional focus on standards-based interventions for math.     |                             |                                       |          |               |
| Link additional information here<br>(if necessary) <input type="checkbox"/>                                                                               |                                                                                        |                                                                                                                |                             |                                       |          |               |

| Strategy #2                                                                                                                                               | Data Tracking and Feedback                                                                        |                                                                                                          |                |                                   |          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|-----------------------------------|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                                                                                                   |                                                                                                          |                |                                   |          |               |
| Activity (Action Step)                                                                                                                                    | Activity Description                                                                              | Position Responsible                                                                                     | Measurement    | Resources Needed                  | Timeline | Status        |
| Develop an electronic monitoring tool for instruction                                                                                                     | Walkthrough form created to focus on math standards and instructional practices                   | Instructional Leadership Team                                                                            | Rubric Created | Digital tools, walkthrough rubric | Fall 25  | In Progress ▾ |
| Engage teachers in relevant PD                                                                                                                            | Professional development sessions designed based on walkthrough and teacher evaluation data       | Instructional Leadership Team                                                                            | Rubric         | PD materials                      | Ongoing  | In Progress ▾ |
| Use walkthrough data to provide teacher feedback                                                                                                          | Data collected during classroom visits used to guide coaching and future professional development | Instructional Leadership Team                                                                            | Rubric         | Walkthrough data                  | Ongoing  | In Progress ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?                  |                                                                                                   | The strategy is in early stages. Walkthrough rubrics for math have been developed and are being piloted. |                |                                   |          |               |

|                                                                                    |                                                                                   |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>How has student achievement been impacted? What is the evidence?</b>            | Evidence is still being collected through formative and interim math assessments. |
| <b>How will implementation be adjusted and/or supported moving into next year?</b> | Implementation will be refined based on walkthrough data and teacher feedback.    |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                   |

| Strategy #3                                                                                                                                               | Increase Teacher Efficacy and Collaboration                                                                 |                               |                                                   |                                         |          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------|-----------------------------------------|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                                                                                                             |                               |                                                   |                                         |          |               |
| Activity (Action Step)                                                                                                                                    | Activity Description                                                                                        | Position Responsible          | Measurement                                       | Resources Needed                        | Timeline | Status        |
| Peer Observations                                                                                                                                         | Conduct reciprocal classroom visits with pre-discussion and post-debrief to improve instructional practices | Instructional Leadership Team | Schedule and observation rubric                   | Teacher schedules, observation rubric   | Ongoing  | In Progress ▾ |
| Teacher-Led PLC                                                                                                                                           | Weekly PLCs led by collaborative teacher teams in addition to building-wide PLC                             | Instructional Leadership Team | Agenda, data collected, instructional adjustments | PLC schedule, data collection tools     | Ongoing  | In Progress ▾ |
| Intervention Planning                                                                                                                                     | Develop targeted math intervention plans based on PLC and assessment data                                   | Instructional Leadership Team | Intervention plans, progress                      | Intervention materials, assessment data | Ongoing  | In Progress ▾ |

|                                                                                                                                                 |                                                                                                                      |  |            |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|------------|--|--|--|
|                                                                                                                                                 |                                                                                                                      |  | monitoring |  |  |  |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> | Implementation is ongoing. Peer observations and PLCs have been scheduled, and intervention plans are being drafted. |  |            |  |  |  |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                         | Evidence is still being collected through ongoing math assessments.                                                  |  |            |  |  |  |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                              | Implementation will continue with additional support for new teachers and adjustments based on collected data.       |  |            |  |  |  |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                 |                                                                                                                      |  |            |  |  |  |

**PROGRESS INDICATORS TEMPLATE**  
***[Required for all schools]***

| PROGRESS INDICATORS                           |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Check-in Schedule                             | Quarter 1                                                                                                                                  | Quarter 2                                                                                                | Quarter 3                                                                                                 | Quarter 4                                                                                                                    |
| <b>Key Performance Indicator (Assessment)</b> | Baseline district formative assessment data collected. PLCs analyze priority standards and identify students performing below proficiency. | Mid-year district formative assessment data reviewed to monitor progress toward the 5% proficiency goal. | Ongoing formative assessments and classroom performance data used to adjust interventions and enrichment. | End-of-year district formative assessment data analyzed to determine if a 5% increase in math proficiency has been achieved. |

|                                                                                    |  |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|--|
| <b>Results</b>                                                                     |  |  |  |  |
| <b>On Track to Meet Goals?</b>                                                     |  |  |  |  |
| <b>Strengths</b>                                                                   |  |  |  |  |
| <b>Areas for Growth</b>                                                            |  |  |  |  |
| <b>Next Steps</b>                                                                  |  |  |  |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |  |  |  |

| <b>GOAL</b>                                         |                                                                        |
|-----------------------------------------------------|------------------------------------------------------------------------|
| <b>Goal</b>                                         | Increase achievement by 5% for proficiency in ELA on Ilearn Assessment |
| <b>Sub-group focus</b>                              | All Students                                                           |
| <b>The strategies we are going to implement are</b> | Peer Observations, PLC, Intervention Plan                              |

|                                                                          |                                                                                                                                                                                                                                                          |                                  |          |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------|
| To address the root cause                                                | Teacher Efficacy                                                                                                                                                                                                                                         |                                  |          |
| Which will help us meet this student outcome goal*                       | Incorporating best practices and data analysis to improve student achievement                                                                                                                                                                            |                                  |          |
| How Will We Get There?                                                   |                                                                                                                                                                                                                                                          |                                  |          |
| Evidence Based Strategies to Address Problems                            | Supporting Research for Strategy                                                                                                                                                                                                                         | Who is Accountable for Strategy? | Timeline |
| PLC                                                                      | Carlson, D., Borman, G., & Robinson, M. (2011). <i>A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement</i> . Educational Evaluation and Policy Analysis, 33(3), pp. 378–398. | Instructional Leadership Team    | Ongoing  |
| Collaborative Teachers                                                   | Goddard, R., Hoy, W., & Hoy, A. (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i> . American Educational Research Journal, 37(2), pp. 479–507.                                                         | Instructional Leadership Team    | Ongoing  |
|                                                                          |                                                                                                                                                                                                                                                          |                                  |          |
|                                                                          |                                                                                                                                                                                                                                                          |                                  |          |
| Link additional information here (if necessary) <input type="checkbox"/> |                                                                                                                                                                                                                                                          |                                  |          |

|                                                                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Strategy #1                                                                                                                                               | PLC |
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |     |

| Activity (Action Step)                                                                                                                          | Activity Description                                                                   | Position Responsible                                                                                           | Measurement                 | Resources Needed                      | Timeline | Status        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------|----------|---------------|
| Conduct data-driven PLCs to address learning gaps in priority math standards                                                                    | Weekly PLC meetings to analyze data, identify gaps, and plan instructional adjustments | Instructional Leadership Team                                                                                  | Data Collection and Agendas | Curriculum resources, assessment data | Weekly   | In Progress ▾ |
| Utilize the curriculum PLC to debrief and plan for each math unit                                                                               | Weekly PLC sessions to reflect on lessons, share strategies, and plan interventions    | Instructional Coach                                                                                            | Data Collection and Agendas | Curriculum guides, assessment data    | Weekly   | In Progress ▾ |
|                                                                                                                                                 |                                                                                        |                                                                                                                |                             |                                       |          | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> |                                                                                        | This has been implemented and is ongoing. PLC agendas and notes demonstrate active participation and fidelity. |                             |                                       |          |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                         |                                                                                        | Evidence is seen in interim math assessment data and growth on prior-year iLearn scores.                       |                             |                                       |          |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                              |                                                                                        | The PLC format and schedule will continue with additional focus on standards-based interventions for math.     |                             |                                       |          |               |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                                              |                                                                                        |                                                                                                                |                             |                                       |          |               |

|                    |                                   |
|--------------------|-----------------------------------|
| <b>Strategy #2</b> | <b>Data Tracking and Feedback</b> |
|--------------------|-----------------------------------|

| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                                                                                                   |                                                                                                          |                |                                   |          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|-----------------------------------|----------|---------------|
| Activity (Action Step)                                                                                                                                    | Activity Description                                                                              | Position Responsible                                                                                     | Measurement    | Resources Needed                  | Timeline | Status        |
| Develop an electronic monitoring tool for instruction                                                                                                     | Walkthrough form created to focus on math standards and instructional practices                   | Instructional Leadership Team                                                                            | Rubric Created | Digital tools, walkthrough rubric | Fall 25  | In Progress ▾ |
| Engage teachers in relevant PD                                                                                                                            | Professional development sessions designed based on walkthrough and teacher evaluation data       | Instructional Leadership Team                                                                            | Rubric         | PD materials                      | Ongoing  | In Progress ▾ |
| Use walkthrough data to provide teacher feedback                                                                                                          | Data collected during classroom visits used to guide coaching and future professional development | Instructional Leadership Team                                                                            | Rubric         | Walkthrough data                  | Ongoing  | In Progress ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?                  |                                                                                                   | The strategy is in early stages. Walkthrough rubrics for math have been developed and are being piloted. |                |                                   |          |               |
| How has student achievement been impacted? What is the evidence?                                                                                          |                                                                                                   | Evidence is still being collected through formative and interim math assessments.                        |                |                                   |          |               |
| How will implementation be adjusted and/or supported moving into next year?                                                                               |                                                                                                   | Implementation will be refined based on walkthrough data and teacher feedback.                           |                |                                   |          |               |
| Link additional information here (if necessary) <input type="checkbox"/>                                                                                  |                                                                                                   |                                                                                                          |                |                                   |          |               |

| Strategy #3                                                                                                                                               | Increase Teacher Efficacy and Collaboration                                                                 |                                                                                                                      |                                                   |                                         |          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                                                                                                             |                                                                                                                      |                                                   |                                         |          |               |
| Activity (Action Step)                                                                                                                                    | Activity Description                                                                                        | Position Responsible                                                                                                 | Measurement                                       | Resources Needed                        | Timeline | Status        |
| Peer Observations                                                                                                                                         | Conduct reciprocal classroom visits with pre-discussion and post-debrief to improve instructional practices | Instructional Leadership Team                                                                                        | Schedule and observation rubric                   | Teacher schedules, observation rubric   | Ongoing  | In Progress ▾ |
| Teacher-Led PLC                                                                                                                                           | Weekly PLCs led by collaborative teacher teams in addition to building-wide PLC                             | Instructional Leadership Team                                                                                        | Agenda, data collected, instructional adjustments | PLC schedule, data collection tools     | Ongoing  | In Progress ▾ |
| Intervention Planning                                                                                                                                     | Develop targeted math intervention plans based on PLC and assessment data                                   | Instructional Leadership Team                                                                                        | Intervention plans, progress monitoring           | Intervention materials, assessment data | Ongoing  | In Progress ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?                  |                                                                                                             | Implementation is ongoing. Peer observations and PLCs have been scheduled, and intervention plans are being drafted. |                                                   |                                         |          |               |
| How has student achievement been impacted? What is the evidence?                                                                                          |                                                                                                             | Evidence is still being collected through ongoing math assessments.                                                  |                                                   |                                         |          |               |
| How will implementation be adjusted and/or supported moving into next year?                                                                               |                                                                                                             | Implementation will continue with additional support for new teachers and adjustments based on collected data.       |                                                   |                                         |          |               |

Link additional information here  
(if necessary) ☐

**PROGRESS INDICATORS TEMPLATE**  
***[Required for all schools]***

| PROGRESS INDICATORS                    |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Check-in Schedule                      | Quarter 1                                                                                                                                  | Quarter 2                                                                                                | Quarter 3                                                                                                 | Quarter 4                                                                                                                    |
| Key Performance Indicator (Assessment) | Baseline district formative assessment data collected. PLCs analyze priority standards and identify students performing below proficiency. | Mid-year district formative assessment data reviewed to monitor progress toward the 5% proficiency goal. | Ongoing formative assessments and classroom performance data used to adjust interventions and enrichment. | End-of-year district formative assessment data analyzed to determine if a 5% increase in math proficiency has been achieved. |
| Results                                |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |
| On Track to Meet Goals?                |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |
| Strengths                              |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |
| Areas for Growth                       |                                                                                                                                            |                                                                                                          |                                                                                                           |                                                                                                                              |

|                                                                                    |  |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|--|
| <b>Next Steps</b>                                                                  |  |  |  |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |  |  |  |

| GOAL                                               |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |          |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------|
| Goal                                               | Throughout the 2025–26 school year, Harrison Elementary will implement targeted social-emotional supports through the MTSS framework to increase students’ <b>Insight</b> as measured by Panorama survey results.<br><br><b>Measurable Objective:</b> <ul style="list-style-type: none"><li>• Increase the percentage of students demonstrating positive outcomes in Insight on the panorama survey from 53% to 58%</li></ul> |                                  |          |
| Sub-group focus                                    | EL, SPED, FRL, BLK                                                                                                                                                                                                                                                                                                                                                                                                            |                                  |          |
| The strategies we are going to implement are       | MTSS Tiered support, attendance incentives, scaffolding strategies, differentiation strategies, and targeted instruction                                                                                                                                                                                                                                                                                                      |                                  |          |
| To address the root cause                          | Insufficient Tier 1 social-emotional learning (SEL) supports                                                                                                                                                                                                                                                                                                                                                                  |                                  |          |
| Which will help us meet this student outcome goal* | Implementing tiered interventions with fidelity will improve school climate, decrease suspensions, and increase attendance                                                                                                                                                                                                                                                                                                    |                                  |          |
| How Will We Get There?                             |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |          |
| Evidence Based                                     | Supporting Research for Strategy                                                                                                                                                                                                                                                                                                                                                                                              | Who is Accountable for Strategy? | Timeline |

| <b><u>Strategies to Address Problems</u></b>                                       |                                                                                                                                                                                                                                                                               |                                             |         |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------|
| HOUSE System                                                                       | <i>Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., &amp; Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.</i> | SEL Committee                               | Ongoing |
| Develop a positive school climate                                                  | Positive behavior supports, recognition programs, and restorative practices                                                                                                                                                                                                   | Building Leadership                         | Ongoing |
| Parent communication/contact information up to date                                | Najarro, I. (2024, May 13). <i>How these district leaders turned family engagement on its head.</i> Education Week.                                                                                                                                                           | Building Leadership, Front Office, Teachers | Ongoing |
| Tiered Interventions                                                               | (2013). <i>A Response to Intervention Model to Promote School Attendance and Decrease School Absenteeism.</i> Child & Youth Care Forum, 43(1), 1–25.<br><a href="https://doi.org/10.1007/s10566-013-9222-1">https://doi.org/10.1007/s10566-013-9222-1</a>                     | Building Leadership, Front Office, Teachers | Ongoing |
|                                                                                    |                                                                                                                                                                                                                                                                               |                                             |         |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                                                                                                                                                                                                               |                                             |         |

| Strategy #1                                                                                                                                               | HOUSE System         |                      |             |                  |          |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|-------------|------------------|----------|--------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                      |                      |             |                  |          |        |
| Activity (Action Step)                                                                                                                                    | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |

|                                                                                                                                                 |                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                         |                                              |           |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------|-----------|---------------|
| House System Calendar                                                                                                                           | SEL Leadership Team will develop an implementation plan and calendar for the HOUSE system                  | Building Leadership                                                                                                                                                                                                                                                                                                                         | Calendar completion                     | SEL team planning time                       | Fall 2025 | In Progress ▾ |
| Houses Selected                                                                                                                                 | Students and staff will be sorted into houses                                                              | Building Leadership                                                                                                                                                                                                                                                                                                                         | Calendar completion                     | Student lists, staff roster                  | Fall 2025 | Completed ▾   |
| Monthly HOUSE Day                                                                                                                               | Hold a HOUSE Day once per month to focus on a specific character trait and build relationships among peers | SEL Committee, Teachers                                                                                                                                                                                                                                                                                                                     | Event attendance, student participation | Character trait materials, activity supplies | Monthly   | In Progress ▾ |
| Data Analysis                                                                                                                                   | Track data on the effectiveness of the HOUSE system                                                        | Building Leadership                                                                                                                                                                                                                                                                                                                         | Quarterly data assessment               | HOUSE points tracking app, survey feedback   | Quarterly | In Progress ▾ |
|                                                                                                                                                 |                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                         |                                              |           | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> |                                                                                                            | This strategy is in the early stages of implementation. The SEL leadership team attended professional development and has begun developing the planning calendar. The HOUSE system was successfully introduced to faculty and students during the 2024–25 school year, with strong buy-in from students, staff, and community stakeholders. |                                         |                                              |           |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                         |                                                                                                            | Ongoing data shows that teachers can award points to houses through the tracking app, increasing student engagement and promoting positive behavior. Monthly HOUSE Days are expected to further strengthen student relationships and engagement in the learning environment.                                                                |                                         |                                              |           |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                              |                                                                                                            | Data will continue to be monitored, including participation in HOUSE Days and points earned, and adjustments will be made to improve student engagement and alignment with character trait goals.                                                                                                                                           |                                         |                                              |           |               |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                                              |                                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                         |                                              |           |               |

|                                                                                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------|-----------------|---------------|
| <b>Strategy #2</b>                                                                                                                                               | <b>Implementation of AVID Elementary to Promote Student Insight and Academic Ownership</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                                                                                           | <b>Position Responsible</b>                                                                                                                                                                                                                                                                                                                               | <b>Measurement</b>                                                      | <b>Resources Needed</b>                                   | <b>Timeline</b> | <b>Status</b> |
| AVID Professional Development for Teachers and Staff                                                                                                             | Teachers and staff will participate in AVID Elementary training focused on building student ownership of learning through organization, goal setting, and reflection. | Building Leadership, Instructional Coach, Select Teachers                                                                                                                                                                                                                                                                                                 | PD attendance records, implementation observations, teacher reflections | AVID training materials, PD funds, time for collaboration | May 2026        | Not Started ▾ |
| Implementation of AVID Organization Systems                                                                                                                      | Teachers will introduce AVID strategies such as student binders, planners, and reflection journals to help students set goals, monitor progress, and build Insight.   | Classroom Teachers                                                                                                                                                                                                                                                                                                                                        | Classroom walk-throughs, binder checks, student samples                 | AVID binders, planners, student journals                  | May 2026        | Not Started ▾ |
|                                                                                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 | Choose ▾      |
|                                                                                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                                                                                       | This strategy is in the initial implementation phase. Select Teachers and staff will be scheduled for AVID Elementary training, with early adopters beginning to integrate organization systems and reflection activities into instruction. Staff feedback indicates enthusiasm for the structure and practical classroom application of AVID strategies. |                                                                         |                                                           |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                                                                                       | Because this is in the initial phase there is currently no evidence of efficacy                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                                                                                       | Because this is in the initial phase there is currently no information                                                                                                                                                                                                                                                                                    |                                                                         |                                                           |                 |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                                         |                                                           |                 |               |

| Strategy #3                                                                                                                                               |                      |                      |             |                  |          |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|-------------|------------------|----------|----------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |                      |                      |             |                  |          |          |
| Activity (Action Step)                                                                                                                                    | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status   |
|                                                                                                                                                           |                      |                      |             |                  |          | Choose ▾ |
|                                                                                                                                                           |                      |                      |             |                  |          | Choose ▾ |
|                                                                                                                                                           |                      |                      |             |                  |          | Choose ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?                  |                      |                      |             |                  |          |          |
| How has student achievement been impacted? What is the evidence?                                                                                          |                      |                      |             |                  |          |          |
| How will implementation be adjusted and/or supported moving into next year?                                                                               |                      |                      |             |                  |          |          |
| Link additional information here (if necessary) <input type="checkbox"/>                                                                                  |                      |                      |             |                  |          |          |



## PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

| PROGRESS INDICATORS                                                                |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Check-in Schedule                                                                  | Quarter 1                                                                                                                                                             | Quarter 2                                                                                                                              | Quarter 3                                                                                                               | Quarter 4                                                                                                                       |
| <b>Key Performance Indicator (Assessment)</b>                                      | Baseline Panorama Survey Insight data (53%) reviewed and shared with staff. SEL and AVID strategies introduced to build student self-awareness and reflection skills. | Mid-year Panorama check-in or internal perception survey conducted to monitor progress. Classroom SEL lessons observed in walkthroughs | Ongoing classroom observations and student feedback used to track improvements in self-awareness and mindset behaviors. | End-of-year Panorama Survey administered to determine growth in student Insight scores from 53% to target (e.g., +5% increase). |
| <b>Results</b>                                                                     |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
| <b>On Track to Meet Goals?</b>                                                     |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
| <b>Strengths</b>                                                                   |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
| <b>Areas for Growth</b>                                                            |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
| <b>Next Steps</b>                                                                  |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                                                                                                       |                                                                                                                                        |                                                                                                                         |                                                                                                                                 |

## PROFESSIONAL DEVELOPMENT PLAN

***[Required for all schools]***

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.**

|                                                                  |                                                                                                                                               |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal(s)</b>                          | Strengthen teacher capacity in data analysis and instructional planning using district formative assessment data to improve math achievement. |
| <b>Is professional development linked to SIP goals?</b>          | Yes ▾                                                                                                                                         |
| <b>Possible Funding Sources</b>                                  | Title II, District PD Funds                                                                                                                   |
| <b>Plan for coaching and support during the learning process</b> | Ongoing coaching by instructional coach; PLC data meetings; modeling of effective math instruction and data-driven small groups.              |
| <b>Evidence of Impact</b>                                        | Improved student performance on district math formative assessments and increased teacher confidence in using data to guide instruction.      |
| <b>How will effectiveness be sustained over time?</b>            | Regular PLC cycles will include ongoing data analysis and reteaching strategies; new teachers will receive support through mentoring.         |
| <b>Link additional information here (if necessary)</b> □         |                                                                                                                                               |

|                                                                                    |                                                                                                                                                                    |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal(s)</b>                                            | Research and participate in training opportunities related to the AVID Elementary program to explore alignment with schoolwide goals and potential implementation. |
| <b>Is professional development linked to SIP goals?</b>                            | Yes ▾                                                                                                                                                              |
| <b>Possible Funding Sources</b>                                                    | Title II, Title IV, District PD Funds                                                                                                                              |
| <b>Plan for coaching and support during the learning process</b>                   | AVID site team and teacher representatives attend AVID trainings, conferences, and workshops; staff share findings during PD sessions.                             |
| <b>Evidence of Impact</b>                                                          | Staff demonstrate increased understanding of AVID's organizational and reflective strategies; plan developed for potential 2026–27 implementation.                 |
| <b>How will effectiveness be sustained over time?</b>                              | Findings incorporated into PD planning and SIP goals for the following school year; continued collaboration with AVID representatives.                             |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                                                                                                    |

|                                                                                 |                                                                                                                                       |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal(s)</b>                                         | Expand staff understanding and implementation of MTSS and SEL supports through the House system and monthly SEL/character trait days. |
| <b>Is professional development linked to SIP goals?</b>                         | Yes ▾                                                                                                                                 |
| <b>Possible Funding Sources</b>                                                 | Title IV, District SEL Initiative Funds                                                                                               |
| <b>Plan for coaching and support during the learning process</b>                | SEL Leadership Team provides PD on MTSS tiers and SEL integration; monthly staff meetings focus on data and SEL alignment.            |
| <b>Evidence of Impact</b>                                                       | Increased student engagement and positive survey feedback; improved attendance and Panorama SEL results.                              |
| <b>How will effectiveness be sustained over time?</b>                           | SEL and MTSS practices built into staff onboarding and professional learning calendar; leadership team monitors fidelity.             |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |                                                                                                                                       |

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Professional Development Goal(s)</b>                                            |          |
| <b>Is professional development linked to SIP goals?</b>                            | Choose ▾ |
| <b>Possible Funding Sources</b>                                                    |          |
| <b>Plan for coaching and support during the learning process</b>                   |          |
| <b>Evidence of Impact</b>                                                          |          |
| <b>How will effectiveness be sustained over time?</b>                              |          |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |          |