

Harrison Elementary 26-27 School Improvement Plan



Problem Statement: At Harrison Elementary, 30% of students are not at the 50th Percentile or above in ELA as shown by MAP and NSCAS.

Root Causes: As we analyze the data, the root causes include lack of engagement opportunities and scaffolds.

Goal 1: For Spring ELA Map Growth Assessment, we will increase the percentage of students identified as “At” or “Above” the grade level norm by 8% from 71% to 79%. For Spring NSCAS ELA, we will increase the percentage of students identified as proficient from 69% to 83.6%.

Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> Budget Planning
Active Learning Opportunities/Strategies and Scaffolds	Implement engagement and student discourse strategies that include reading, writing, listening, and speaking Intentional Lesson planning scaffolds & differentiation, and checks for understanding	Support provided by leadership through coaching and feedback Frequently review coaching data and develop PD based on results Scaffold instruction Increase student engagement and opportunities to practice/respond Gradual Release	School Wide	Coaching data ELEOT observations (weekly)	High Expectations/Active Learning Strategies Scaffolds – TRTW RACE strategy Gradual Release
			Grade Level	Student Writing Examples (once in a ten-day cycle)	
K-2 Apply high leverage literacy practices in foundational skills. 3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others.	Coaching for fidelity with implementation of Structured Literacy Provide Professional Development using the resources Implement protocols for accessing complex text	Fidelity to the curriculum Provided support through coaching and feedback through coaching look fors Effective use of Gradual Release of Responsibility	School Wide	Coaching Data with low inference data of Structured Literacy and evidence of constructing arguments using complex text Coaching Data (weekly)	Curriculum Professional Learning trainings on protocols Foundational skills and Structured Literacy data training Interventions

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<i>Lesson Internalization with the Planning and Practice Protocol</i>	<i>PLC Meetings Identify standard and aligned task Plan whole and small group instruction Develop SMART goals and aligned teacher actions</i>	<i>Analyzing work from target student group Modifying task based on aligned standard(s) and text Review student work regularly Collaborative planning during PLC Review coaching data and develop PD based on results. Analyzing progress monitoring data in PLC meetings</i>	<i>Grade Level</i>	<i>Comprehension HMH Module Assessment Data (once every 10-day cycle)</i>	<i>Planning and Practice Protocol Student work analysis SMART Goals/Progress Monitoring</i>
			<i>School Wide</i>	<i>MAP/NSCAS data (Fall/Winter/Spring) Module and Topic Assessment Tracking (monthly)</i>	
			<i>Grade Level</i>	<i>Analyzing student work to identify trends and patterns based on teacher commitments in PLCs (1x per 10 cycle days) Formative Assessment data/Interventions (monthly)</i>	

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Problem Statement: At Harrison Elementary, 30% of students are not at the 50 th Percentile or above in ELA as shown by MAP and NSCAS. Of the 30% of students not at the 50 th Percentile or above, 55% in ELA and 47% in Math are in our Black and Brown student groups.					
Root Causes: As we analyze the data, the root causes include lack of engagement opportunities and scaffolds for our Black and Brown students identified through Instructional Rounds.					
Goal 2: For Spring Map Growth Assessment, we will increase the percentage of Black and Brown students identified as “At” or “Above” the grade level norm by 8% from 55% to 63% in ELA and 47% to 55% in Math.					
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> Budget Planning
Lesson Internalization/Task Analysis	PLC Meetings Identify standard and aligned task Progress monitoring tool Develop SMART goals and aligned teacher actions	Analyzing work from target student group Modifying task based on aligned standard(s) and text Review student work regularly Collaborative planning during PLC Review coaching data and develop PD based on results. Analyzing progress monitoring data in PLC meetings	School Wide	MAP/NSCAS data (Fall/Winter/Spring)	Planning and Practice Protocol Student work analysis SMART Goals/Progress Monitoring
			Grade Level	Analyzing student work to identify trends and patterns based on teacher commitments in PLCs (1x per 10 cycle days) Formative Assessment data/Interventions (monthly)	

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3-5 Construct and engage in arguments using evidence from grade level complex texts and critique the reasoning of others.	Provide Professional Development using the resources Implement protocols for accessing complex text	Fidelity to the curriculum Provided support through coaching and feedback Effective use of Gradual Release of Responsibility	School Wide	Coaching Data with low inference notes with evidence of constructing arguments using complex text and critiquing reasoning of others (weekly)	Curriculum Professional Learning trainings on protocols Progress Monitoring Intervention
			Grade Level	Formative and Summative Assessments Student work, Task Analysis, Depth of Knowledge questions (once in a ten day cycle)	
Active Learning Opportunities/Strategies and Scaffolds	Implement engagement and student discourse strategies that include reading, writing, listening, and speaking Intentional Lesson planning scaffolds and checks for understanding Collaborating with EL and classroom teachers	Support provided by leadership through coaching and feedback Frequently review coaching data and develop PD based on results Scaffold instruction Increase student engagement and opportunities to practice/respond Gradual Release	School Wide	Coaching data (weekly)	High Expectations/Active Learning Strategies Scaffolds – TRTW RACE strategy Gradual Release

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Problem Statement: At Harrison Elementary, 11% of students are considered chronically absent.					
Root Causes:					
Goal 3: By May 2026, we will decrease the baseline chronic absenteeism 10.07% to 10%.					
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i> <i>LINK to monitoring sheet within each Toolkit Here</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>LINK to annual professional learning plan Here</i>
<i>Motivate students in “At Risk” to improve attendance</i>	<i>Regular attendance meetings with SSL Tiger tickets to motivate students Provide list of “At Risk/Chronic” students from previous year. Staff engages daily with students and specifically encourages students with a history of absenteeism. Each month the class with the top attendance will get recognition luncheon and traveling trophy.</i>	<i>Clear communication with students and families regarding attendance data Intentional positive interactions with designated students Provide staff with Attendance Dashboard data regularly Post pictures of classrooms with highest attendance rate each month</i>	<i>School Wide</i>	<i>Attendance Celebrations, Attendance Dashboard (bi-weekly)</i>	<i>How to use Attendance Dashboard Data Share strategies for creating positive communications with families SSL presentation sharing overall process</i>
			<i>Grade Level</i>	<i>Weekly/Monthly attendance meetings Individual (Chronic Student) tracking (bi-weekly)</i>	