

Greenfield-Central Community School Corporation

School Harris Elementary School

Address 200 West Park Avenue

City / State / Zip Greenfield, IN, 46140

Phone (317) 467-6731

Corporation # 3125

Grades Kindergarten - 3

Enrollment 358

School Improvement Plan

2013 – 2014

Dr. Linda Gellert, Superintendent

Mrs. Retta Livengood, President, Board of School Trustees

Mrs. Jan Kehrt, Principal

School Improvement Oversight Committee

Committee Members	A	T	P	B/CL
Kehrt, Jan	x			
Bradford, Amanda		x		
Cooney, Jane		x		
Fewell, Kristin		x		
Jones, Erika		x	x	
McIntosh, Lindsay		x		
Miller, Scott		x		
Parker, Pat				x
Thompson, Jamie			x	

Legend:

A = Administrator

T = Teacher

P = Parent

B/CL = Business Community Leader

Harris Elementary School

School Improvement Plan Format

- I. Introduction, including the following:
 - A. Narrative description of the school, the community and the educational programs. (pp. 3-4)
 - B. Description and location of curriculum. (p. 4)
 - C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+. (pp. 4-5)
- II. Statement of mission, vision, or beliefs. (pp. 5-6)
- III. Summary of data, derived from an assessment of the current status of education programming, including the following:
 - A. Data, including graphs, from the annual performance report. (p. 6)
 - B. Data related to performance indicators other than those included in the annual performance report. (pp. 6-7)
 - C. Other information about educational programming and the learning environment. (p. 7)
- IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:
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 - B. Information about how the school's instructional strategies support the achievement of INCC. (p. 8)
 - C. Assessment of student achievement based on ISTEP+ and other assessment strategies. (pp. 8-11)
 - D. Parental participation in the school. (pp. 11-12)
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 - F. Safe and disciplined learning environment. (p. 13)
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 - B. Percentage of students meeting academic standards under the ISTEP+ program. (p. 14)
 - C. For a secondary school, graduation rate. (NA)
- VI. Specific areas where improvement is needed immediately. (p. 14)
- VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvements in all areas of the education system. (pp. 14-17)
- VIII. Academic honors diploma and Core 40, including the following:
 - A. Provisions to offer courses that allow all students to become eligible to earn the academic honors diploma. (p. 17)
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I. Introduction

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

B.

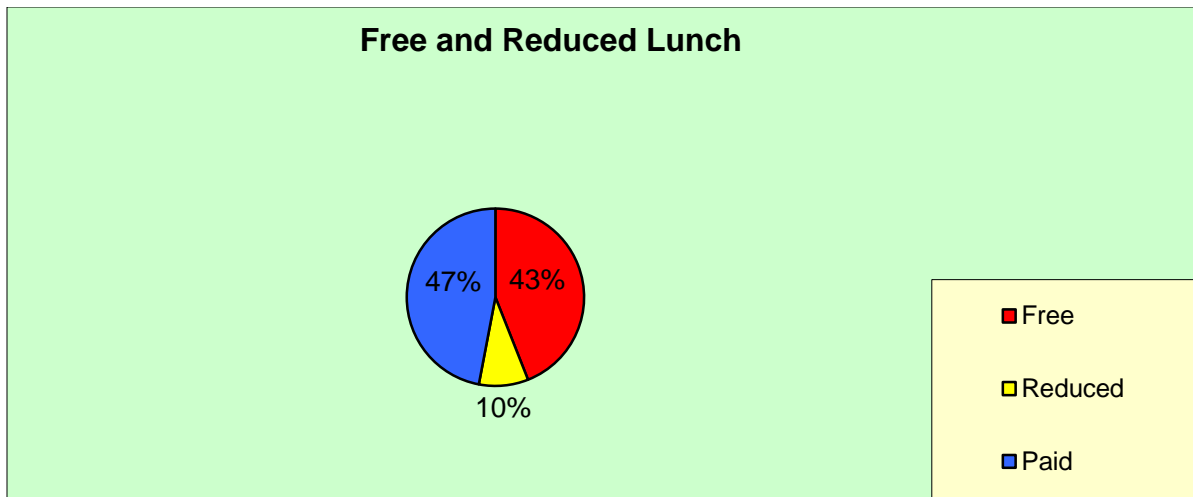
Harris Elementary is a K-3 school in Center Township, Greenfield, Indiana in Hancock County, one block west of State Road 9, north of US 40. The building has an enrollment of approximately 358 students with three to four sections per grade level. The student population of Harris is 97.4% Caucasian, 1.2% Multi-Racial, and 1.4% Hispanic, Indian and Asian. The school staff is made up of one principal and fourteen grade-level teachers in grades K-3. Additionally, the school has one math instructional coach, one part time reading instructional coach, one special education resource teacher, one part time social worker, three Title One teachers, and two teachers of students with moderate and severe disabilities. Harris has many certified professionals in the building including the following part time employees: a speech/language pathologist, an art teacher, a music teacher, and a physical education teacher. The average class size at Harris Elementary is 24 students per classroom. Two special education teachers work with 20 moderate and severe special education students. Harris Elementary is currently a Targeted Assistance School for Title I. We have a dedicated, experienced teaching staff. Non-certified staff members in the building include fourteen full time instructional assistants seven full-time general education/resource assistants and seven full-time special education assistants), , one custodian, one health assistant, one library assistant, and one secretary. Our school shares a cafeteria staff with Greenfield Intermediate School. Volunteers are present regularly and help in the classrooms, library and office.

Harris Elementary has students with learning disabilities, mildly mentally handicapped, emotionally handicapped, autism spectrum, and moderately and severely handicapped. Harris Elementary serves students in special education classes and speech and language therapy. Harris Elementary also has an occupational therapist, physical therapist, an autism behavioral specialist, a special education nurse, and a visual impairment specialist provided in conjunction with Hancock Madison Shelby Educational Services.

Harris Elementary has a computer lab with 32 PC workstations. Each teacher has an opportunity to take his/her class to the lab for a scheduled visit each week and can also sign-up for additional times. Currently each classroom has two PC workstations, with some classrooms having three. Other technology at Harris includes: TV's, telephones, 14 LCD projectors, and Internet access in every room. Harris also has two portable interactive whiteboards, two classrooms with fixed interactive whiteboards, five classrooms with fixed Smart Board systems, ten classrooms with Mobi Interactive Tablets and fourteen I pads. Software and apps are continuously updated to support curriculum.

The school day currently begins at 7:50 am and concludes at 2:10 pm. Students have a 30 minute lunch period and 20 minute recess period. Harris students participate in three different related arts classes. These include the following: physical education, art, and music. Students also participate in a 30 minute library class and a 30 minute computer lab class once a week. The focal point of all curriculum taught at Harris Elementary is the Indiana Academic Standards that are written for each subject area and each grade level.

Factors determining socio-economic status include a 56% rate of students who receive free or reduced lunch in the 2012-2013 school year. This has increased from 53% reported in the 2011-2012 school year.



The enrollment includes students with diverse learning needs. Resource students receive many levels of service from partial-day direct instruction, inclusion to consultation only. All special education students are mainstreamed into related arts classes (music, art, and/or physical education). High ability students are placed in cluster groups for language arts and math class in grade 3. These students remain in the general education setting for all other instruction.

Harris Elementary also involves its students in many other programs. The entire school celebrates Red Ribbon Week in October each year, which is also a drug awareness program. Other programs developed include Sign Language instruction, Grandparents Appreciation, M.O.P. (Me, Others, Property) and A.A.A.A. (Admit, Apologize, Accept, Amends) instruction (a program focused on making good choices).

Greenfield-Central Schools participates in Character First, which awards students for displaying the specific character attribute of the month. A large percentage of Harris students regularly display the character trait that is the theme of the month. The community of Greenfield has also adopted the same character education program so that the students can see the same character traits displayed in many local businesses.

Harris is fortunate to have an active Parent Teacher Organization (P.T.O.) that sponsors many student activities and is supportive of the staff. Some of the projects they sponsor include Grandparents' Day, the yearly fund-raisers in the fall and spring, class field trips, family fun nights, and Educators' Appreciation Week. Their funds are used to provide student and staff with supplies that otherwise could not be purchased.

B. Description and location of the curriculum.

The outline of the Greenfield-Central Community School Corporation curriculum includes the following:

- Mission, vision and belief statements for each content area; reading, language arts, social studies, etc.
- Grade level standards (prioritized into Power and Core standards where applicable)
- Curriculum articulation / pacing maps for each content area (a work in progress)

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+.

Students are assessed in many ways at Harris Elementary. Formal assessments to measure yearly growth are as follows:

- Kindergarten: mClass Reading and Math
- 1st Grade: mClass Reading and Math

2nd Grade: mClass Reading and Math, and SAGE2
3rd Grade: Acuity, ISTEP+, SRI, IREAD3, and DIBELS
Moderate/Severe: ISTAR Assessment

Regular assessments are given to students on a daily basis to measure student-learning specific to the Indiana Academic Standards in all content areas. Daily assessments at every grade level occur in many forms. Multiple sources were used to document the data. Sources include student permanent records, teacher plan books, observations, and the collection of assessment tools at each grade level.

II. Statement of mission, vision and beliefs

Harris Elementary School's Mission Statement

Harris Elementary School will provide high level learning for all students, in a positive and safe environment, that offers opportunities for all learners.

Top Ten Harris Belief Statements

1. We believe all students have a right to an orderly, safe, and secure learning environment.
2. We believe schools must cultivate a culture of respect and teach the concepts of equality, tolerance, and the importance of making good choices.
3. We believe student success breeds success.
4. We believe all children can learn.
5. We believe all student work has value.
6. We believe students, teachers, and parents share the responsibility for learning.
7. We believe all students will be challenged to work to their full potential.
8. We believe that student success in all endeavors is the result of hard work, luck, natural endowment, and perseverance.
9. We believe that all students will be taught in a manner that best fits individual learning styles and abilities.
10. We believe that all students will be taught an appreciation for fine arts.

Harris Elementary Vision Statement

We, the educators of Harris Elementary, have a dream of a school and curriculum that is...

1. Empowering- The students, teachers, and parents feel enabled through their roles within the school and their ability to participate in the decision-making process.
2. Balanced- The curriculum produces students that understand and appreciate the various facets of school and life.
3. Self-Motivating- The students see the importance in and have a desire to acquire knowledge for the sake of knowledge.
4. Respectful- The students, staff, and community members respect each other and themselves.
5. Safe- The students and staff feel physically and emotionally secure in their educational environment.
6. Motivating- The school's curriculum and instruction inspire students, and students have a desire to learn and better themselves.

7. Questioning- The students not only seek out answers, but also question why an answer is right or wrong in an effort to truly understand the problem.
8. Effective- Through data-driven instruction, the students efficiently master the standards and materials being presented to them.
9. Engaging- The students and educators actively seek to better understand the curriculum out of a desire to gain knowledge and achieve mastery of the standards.
10. Disciplined- The students consciously make good decisions about their work and behavior even when those decisions do not result in taking the easiest path.
11. Accountable- When individuals make poor decisions, they take responsibility for their actions in an effort to mend their transgressions.
12. Differentiated- The curriculum is adapted and modified to meet the individualized and varied needs of the students.
13. Responsible- The students, staff, and parents are dependable and obligated to doing what should be done.
14. Healthy- The students, staff, and parents are dedicated to providing a physically clean and nutritionally balanced environment for the educational community.
15. Challenging- The students are completing work that is rigorous in preparation for their success in the future.

III. Summary of data, derived from an assessment of the current status of educational programming.

A. Data from the annual performance report

In meeting academic standards under ISTEP+ in 2012-13, 88% of the third grade students at Harris Elementary passed the Language Arts section of the test and 95% passed the Math section. Daily attendance, in the 2012-2013 school year at Harris Elementary averaged 96%. 62 students (17%) missed more than 10 days.

B. Data related to performance indicators other than those included in the annual performance report.

Grading Policies

Teachers, administrators, and the school board determine grading policies for Greenfield Central Schools and Harris Elementary. Administrators monitor online teacher grade books. The school board approves grading policies. Report cards have been revised and computerized to reflect uniformity across Greenfield Central Schools for all elementary children. Standards based report cards are issued every nine weeks to inform parents of their child's progress. Student effort is also indicated on the report cards. IEP (Individual Education Plans) progress reports are included in the report cards of all students with disabilities. Annual parent-teacher conferences are scheduled each year.

Grouping Practices

Classroom grouping occurs in the spring for the following school year. Each grade level creates class lists for next year's teachers. Each teacher will have input placing children

in heterogeneous environments, based on compatibility with the teacher and other students, learning styles, and boy/girl ratio. The administration will review the classroom placements and ask for input from related arts teachers and special needs teachers. Parents are informed of class placement during the new school year registration process and have the opportunity to discuss placement with the administration if there is a concern based on an educational issue. Changes are made throughout the process, as deemed necessary.

Harris teachers are using the Response to Intervention tiered model to ensure all children achieve success. The students who are in need of more assistance are receiving additional small group instruction time in their school day. Enrichment activities are also provided for students during this time. Harris students are often provided small group instruction in their reading time during the school day. Many teachers are also using leveled readers to work with students on their instructional reading level.

Occasionally, retention is considered for some children. The recommendation may come from teachers or parents. IREAD3 is a determining factor in third grade retentions. The Data Team may be involved in the decision-making, along with the classroom teacher, parents, and administrator.

Scheduling Practices

Administrators, teachers, and support staff determine scheduling. The administrator sets the school wide schedules, including related arts classes and lunch. Input from the teachers and support staff is taken into consideration through this process. The lunch schedule does offer some opportunity for common planning and communication at each grade level.

The Title I teachers, the speech/language pathologist, and special needs teachers work closely with classroom teachers to schedule their students. Some of these services are delivered as a pullout program with the exception of most special needs services. Schedules are submitted to the administration. A master grade level schedule based on state guidelines is created by the administration. Grade level teams work together to schedule activities to avoid logistical conflicts.

C. Other information about educational programming and the learning environment.

Discipline Policy/Practices

Harris Elementary Staff all use the common language from our social worker's M.O.P and A.A.A.A. program. MOP is an acronym for Me, Others, and Property. The 4 A's refers to Admit, Apologize, Accept, and make Amends. This helps students and staff to continuously reinforce right choices and consequences in the same manner. The Harris staff has implemented a school-wide behavior management system. This system provides a common language for all staff, students, and parents to communicate easily about behavior. Teachers also use written and verbal praise, free time in the classroom, choice time, treats, recess time, conduct grades, and other positive reinforcement agents to promote good decision-making. A vast majority of all discipline is handled by classroom teachers. Examples of consequences include but are not limited to the following: letters, emails, and phone calls to parents, and/or a visit to the principal's office. When needed, the Principal investigates the allegation and makes a determination as to what or if consequences are deemed necessary. For the 2012-2013 school year, Harris Elementary School had .5% student out-of-school suspensions. No students were expelled during the school year. Due process is given to every student every time a discipline referral is sent to the office. Each student has the opportunity to hear:

1. an oral statement of charges against him/her
2. a summary of evidence against him/her
3. an opportunity to explain his/her conduct

When repetitive behaviors impede a student's ability to be successful in school, the Grade Level Team may be asked to intervene. In the case of a student with special needs, this same process is done through a case conference and is called a Functional Behavior Assessment. A Behavior Intervention Plan may be developed from this process.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming

A. Information about how the school's curriculum supports the achievement of Indiana Academic Standards

- The High Ability third grade math and reading curriculum is being developed.
- Textbook Adoption Committees selected Reading Street that correlates with the Indiana Academic Standards
- Many grade level teams plan their lessons collaboratively to ensure that all academic standards are addressed at appropriate times throughout the year.
- Harris Elementary utilizes the Response to Instruction tiered model to ensure all children achieve success.

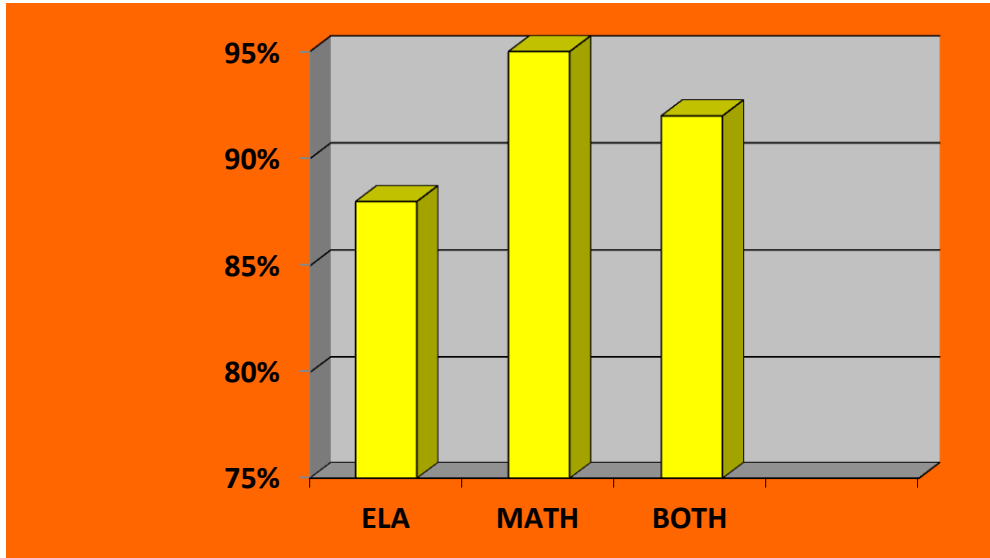
B. Information about how the school's instructional strategies support the achievement of Indiana Academic Standards

- Large Group Instruction
- Small Group Instruction
- Response to Intervention Instruction 30 minutes per day
- Interdisciplinary Instruction
- Teacher Directed Instruction
- Student Centered Instruction
- Data Team (This is a team that meets to discuss ideas and interventions to help students that are struggling academically, socially, and/or emotionally. The team is comprised of the school principal, resource teachers, instructional coaches, Title 1 teachers, social worker, parents, and classroom teachers.)
- Reading and Writing Across the Curriculum
- Teacher and Student modeling of the writing process
- Corporation Writing Folders (documented student work throughout educational career)
- 6+1 Traits of Writing
- Teacher-Student Conferencing/Individualized remediation
- Use of visual aids, manipulatives, and hands on activities in all content areas
- Instructional Assistant/Parent Volunteers used for one-on one and small group
- Journal writing
- Time for independent reading
- Title I Parent Involvement Meetings
- Math Problem of the Week for each grade level
- United Way ReadUP program for third graders
- Use of technology as a teaching tool

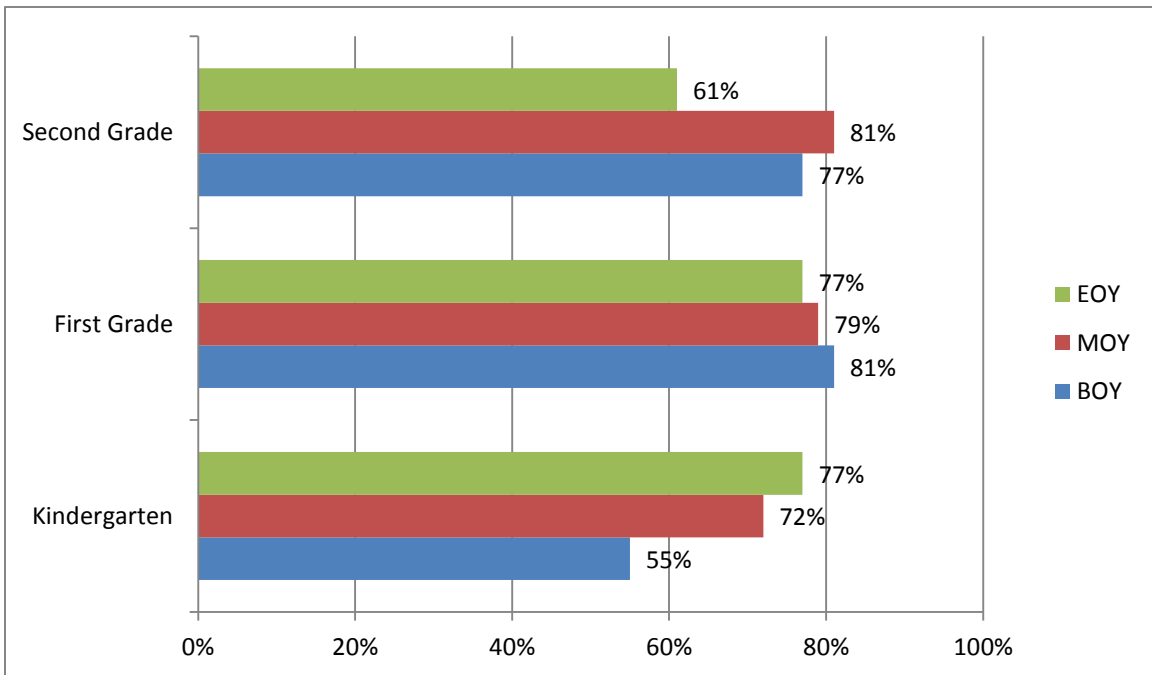
C. Analysis of student achievement based on ISTEP+ and other assessment strategies.

2013 ISTEP Data

Class of 2021 Passing ISTEP+



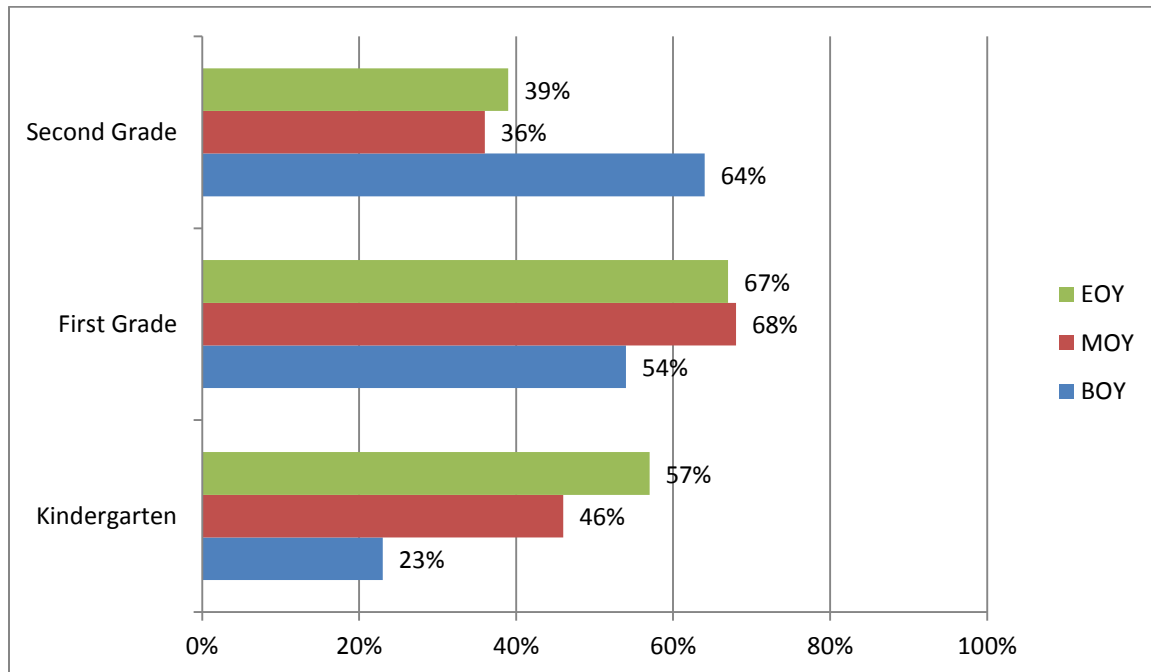
2013 mClass ELA Data (percentage of students at benchmark)



2013 Acuity ELA Data

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development					
3.1.1 Know and use more difficult word families when reading unfamiliar words.					
Use knowledge of word families to decode words	0%	<u>11%</u>	<u>75%</u>	<u>4%</u>	<u>10%</u>
Use knowledge of word families to decode words	0%	<u>13%</u>	<u>5%</u>	<u>1%</u>	<u>81%</u>
3.1.2 Read words with several syllables.					
Use knowledge of word families to decode words	0%	<u>11%</u>	<u>75%</u>	<u>4%</u>	<u>10%</u>
Use knowledge of word families to decode words	0%	<u>13%</u>	<u>5%</u>	<u>1%</u>	<u>81%</u>
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).					
Choose an antonym for a level-appropriate word	0%	<u>71%</u>	<u>5%</u>	<u>9%</u>	<u>15%</u>
3.1.6 Use sentence and word context to find the meaning of unknown words.					
Use context clues to determine the meaning of unknown words	0%	<u>15%</u>	<u>63%</u>	<u>11%</u>	<u>10%</u>
3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.					
Use a dictionary and context clues to choose the proper meaning of a multiple-meaning word in a sentence	0%	<u>18%</u>	<u>14%</u>	<u>54%</u>	<u>14%</u>
3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.					
Understand how a prefix affects the meaning of a root word	0%	<u>78%</u>	<u>6%</u>	<u>8%</u>	<u>8%</u>

2013 mClass Math Data (percentage of students at benchmark)



2013 Acuity Math Data

Standard 6: Problem Solving					
3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.					
Analyze third-grade problem, relevant from irrelevant information;	0%	<u>10%</u>	<u>61%</u>	<u>14%</u>	<u>15%</u>
3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.					
Word problem to expression $A * B + C$	0%	<u>16%</u>	<u>19%</u>	<u>53%</u>	<u>11%</u>
Analyze third-grade problem, relevant from irrelevant information;	0%	<u>10%</u>	<u>61%</u>	<u>14%</u>	<u>15%</u>
3.6.6 Know and use strategies for estimating results of whole-number addition and subtraction.					
Estimate the sum of two 3-digit numbers	0%	<u>94%</u>	<u>3%</u>	<u>1%</u>	<u>3%</u>
3.6.7 Make precise calculations and check the validity of the results in the context of the problem.					
Solves application of a two-step problem involving multiplication and addition of single digit numbers.	0%	0%	<u>16%</u>	<u>9%</u>	<u>75%</u>
3.6.8 Decide whether a solution is reasonable in the context of the original situation.					
Estimate the sum of two 3-digit numbers	0%	<u>94%</u>	<u>3%</u>	<u>1%</u>	<u>3%</u>

D. Parental Participation in the school.

Family Involvement

Harris Elementary encourages and welcomes family involvement. Parents regularly volunteer in the classrooms. Parent volunteers help with learning stations, provide remediation and enrichment opportunities under the guidance and direction of the classroom teacher, and create classroom materials. Parents also volunteer their time for school events such as: musicals, field day, local field trips, Grandparents' Day, and kindergarten round-up.

The majority of Harris teachers send home a weekly newsletter to the parents. Included in these newsletters is information on home study techniques, upcoming events, important dates, student recognition, upcoming classroom areas of study, and character education information. Other means of communication include daily notes, weekly notes, web pages, conferences, e-mail, voice mail, and telephone calls.

As a Targeted Assistance Title 1 school, Harris Elementary developed a school Title 1 Parent Involvement Policy as required by the State and Federal guidelines. It requires a Parent, Student, and School Compact. The Compact defines school, teacher, parent and student responsibilities.

Parent Teacher Organization at Harris Elementary

The following is a partial list of services provided by Harris's Parent Teacher Organization (PTO);

- Monetary grants for:
 - ❖ staff members for monetary classroom support
 - ❖ teacher supply closet
 - ❖ one field trip and bus transportation per grade level
 - ❖ financial support for Red Ribbon Week activities
 - ❖ student attendance incentives
- Teacher Appreciation Day

- Provision of assignment notebooks/folders

Accessible School Resources for Parental Use

Regarding learning aids, home-study techniques, and access to school resources, Harris Elementary School is reaching out to the parents of our students in the following:

- **Parental Resource Materials-** the library, social worker, and teachers have an abundance of literature that is available to parents. Harris also has a parent resource display located in the main hallway. There are also resources for parents of students in the high ability program available at the Administration Center.
- **E-mail access** - All staff members can be reached via email.
- **Assignment Folders** - Students in grades K-3 are given an assignment folder that communicates basic policies and expectations we have of all students.
- **Teacher Newsletters** - The majority of teachers at Harris send home a weekly newsletter. This is a means of communicating with parents about upcoming assignments and specific courses of study.
- **Parent-Teacher Conferences** - Conferences are annually. Additional conferences are scheduled, as needed. Parents of students with Individualized Education Plans (I.E.P.'s) have at least one additional conference with teachers each year.
- **On-line opportunities** – Harris has made available to parents, Remediation and enrichment opportunities are available in reading, vocabulary, and mathematics for our students. Parents can also access Power Grade on-line and view student grades, attendance and teacher comments.
- **Websites** - Our school corporation, school, and some teachers in the building regularly update websites to communicate with our constituents.
- **Parent Community Workshops-** Opportunities are offered throughout the year including, PTO presentations, Literacy Night, Math Night and Title I workshops.
- **Title I Parent Advisory Council-** Title I parents are given the opportunity to serve on this council to plan other events during the school year.
- **Tutor List-** List of adults available for tutoring services.

Community Involvement

The community gives their support to Harris Elementary by volunteering in many aspects. Harris donates money to the United Way of Central Indiana, Red Cross, facilitates the Christmas Help Program for families, and contributes to the American Heart Walk, Riley Hospital, and the Cystic Fibrosis Foundation. Harris Elementary is viewed as a community center by providing school space to be used by many organizations. The Red Cross has designated Harris Elementary as a disaster shelter in the case of a local area emergency.

E. Technology as a learning tool.

Improvements and updates continue to be made at Harris Elementary School in the use of technology over the past several years. The following is a list of items that help students and teachers at Harris Elementary use technology as a learning tool:

- Accelerated Reader program
- LC projectors in classrooms
- CD Listening Learning Centers
- Two Computer Workstations available for teacher and student use in each classroom
- TV Studio is available to broadcast teacher and student work, as well as daily announcements

- Telephones (with Voicemail) available in each classroom to encourage regular communication between teachers, parents, and students
- Technology Resource Assistants (TRA's) are available in each elementary building as needed
- Power School administrative software provides the following: grade book, attendance records, contact information, and a reservoir of teacher templates
- Computer generated Report Cards
- WATERFORD Early Literacy Computer program used in Kindergarten
- Assistive technology programs (talk to text & text prediction word processing)
- SMART Board Systems
- iPads
- Augmentative Communication Devices
- Security Radios

F. Safe and disciplined learning environment.

Discipline policies and practices have been outlined in Section IIIC. In order to ensure that Harris Elementary School is a safe environment for learning, the following positive actions have been taken:

- Monthly fire drills / quarterly storm drills
- Emergency Crisis Plan revised yearly
- Visitor Sign-In, badges (all visitors stop by the office first)
- All doors are locked after buses arrive/ Monitored Entrances
- Digital radios are used by the principal, health assistant, IA's and teachers to communicate with other staff members in various parts of the building
- Universal Precautions training is provided on a yearly basis for all staff
- Medications for children are locked away until needed and administered only by our health assistants or school secretary
- Several adults in the building are annually certified in First Aid and CPR
- All staff use a school-wide Behavior Management System and Universal Discipline/Expectation Policy called MOP/AAAA
- Bullying lessons as per Indiana Statute
- Panic buttons in the classrooms
- Car and bus adult supervision
- Crossing guard at arrival and dismissal on Park Ave.
- First aid kits in all classrooms
- Emergency dismissal forms
- Criminal background checks on all volunteers

G. Professional Development

The staff at Harris Elementary has taken a unified approach and addressed professional development needs as a whole staff. While many teachers take advantage of selected workshops provided throughout the corporation as well as topic oriented workshops statewide, the staff has begun to focus on areas of critical need for the school. Instructional coaches provide professional development throughout the school year. Teachers also view webinars and are members of the Learning Connection.

V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

A. Attendance rate

The attendance rate for Harris Elementary School during the 2012-2013 school year averaged 96.%. The objectives for Harris Elementary are to:

- Implement strategies to increase daily attendance to 97.0% or above in the 2013-2014 school year.
- Increase to a daily average attendance rate of 97.5% or above in the 2014-2015 school year.

B. Percentage of students meeting academic standards under the ISTEP+ program.

Harris Elementary has seen an increase in the percentage of students passing both sections of the ISTEP+ over the 1

2010-2011 :	82%
2011-2012:	90%
2012-2013:	92%

VI. Specific areas where improvement is needed immediately

Critical Issues

1. More students need to pass the ISTEP+ and IREAD tests.
 - Continue to align curricula with the Indiana Academic Standards.
 - Aim for greater fidelity in teaching the core curriculum K-3.
 - Arm students with sound test taking skills and organization strategies for writing.
 - Improve student learning for students with disabilities and students in poverty.
2. Teachers need more instructional strategies in the following areas:
 - Fluency
 - Standards for Mathematical Practice (Problem Solving)
3. The Harris Elementary administrator, teachers, and support staff need to develop a better understanding of an inclusive school and learn ways to create a continuum of services for all students.
 - Create a workable model of an inclusive school that encompasses a continuum of services.
 - Develop more teaming strategies between teachers.
 - Learn strategies to differentiate core instruction and assessment to meet the educational needs of all students.

Goals to Address Critical Issues

1. Students in Grade 3 will pass the ISTEP+ test and IREAD3 to ensure Harris Elementary of meeting the state and federal guidelines.
2. Teachers will effectively use a variety of strategies to improve student learning.

VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

Goals and Benchmarks

1. Students in Grade 3 will pass the ISTEP+ and IREAD3 test to ensure Harris Elementary of meeting the state and federal guidelines.
 - A. Monitor the increase in percentage of **all** students in Grade 3 passing the ISTEP+ and IREAD3 tests as per the State and Federal Guidelines.

- B. Monitor the increase in percentage of students with **free and reduced lunch** participation in Grade 3 passing the ISTEP+ as per the State and Federal Guideline
 - C. Monitor the increase in percentage of students that participate in **Special Education** in Grade 3 passing the ISTEP+ as per the State and Federal Guidelines.
2. Teachers will effectively use a variety of strategies to improve student learning.
- A. Self-monitoring from lesson plans-number and types of strategies used; note strategies used each year.
 - B. Monthly grade level discussion during team meetings

Achievement Objective (Goal) #1

Harris Elementary School students will demonstrate increased mastery of the E.L.A. Standard of FLUENCY in each of the next three school years.

Benchmarks for Progress

2013-2014:

- Harris Elementary School students will demonstrate increased mastery of fluency in order for students to be prepared for reading that is assessed on annual standardized testing.
- Students will demonstrate improved mastery from BOY to EOY assessments on mClass.
- Teachers will observe more regular mastery of fluency in day-to-day student work.
- Harris students will obtain 94% Mastery on mClass, Acuity, and ISTEP+.

2014-2015:

- Harris Elementary School students will demonstrate increased mastery of fluency in order for students to be prepared for reading that is assessed on annual standardized testing.
- Students will demonstrate improved mastery from BOY to EOY assessments on mClass.
- Teachers will observe more regular mastery of fluency in day-to-day student work.
- Harris students will obtain 95% Mastery on mClass, Acuity, and ISTEP+.

2015-2016:

- Harris Elementary School students will demonstrate increased mastery of fluency in order for students to be prepared for reading that is assessed on annual standardized testing.
- Students will demonstrate improved mastery from BOY to EOY assessments on mClass.
- Teachers will observe more regular mastery of fluency in day-to-day student work.
- Harris students will obtain 96% Mastery on mClass, Acuity, and ISTEP+.

Achievement Objective (Goal) #2

Harris Elementary School students will demonstrate increased mastery of the Mathematics Standard of PROBLEM SOLVING in each of the next three school years.

Benchmarks for Progress

2012-2013:

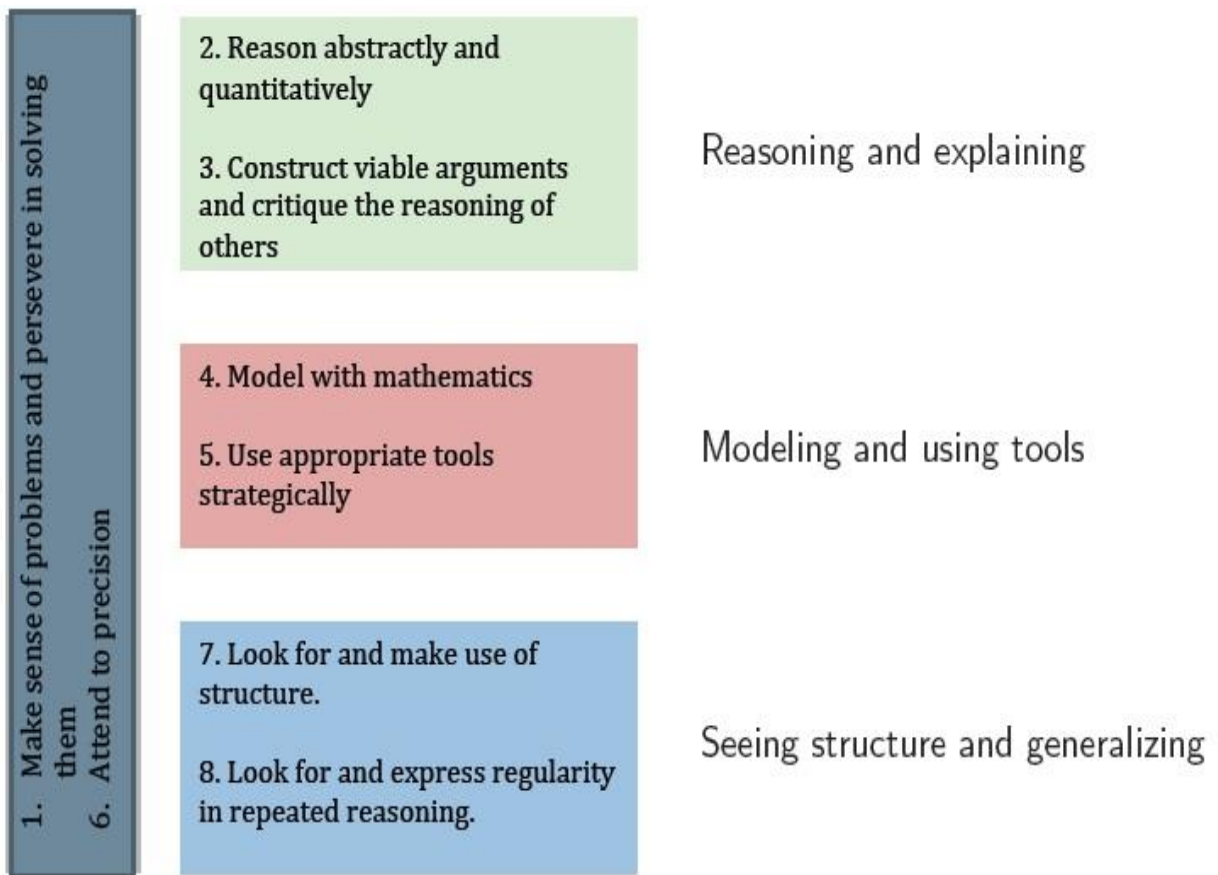
- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of problem solving (local assessment based on Indiana State Standards).
- Harris students will express more confidence in performing the skills of problem solving at all grade levels.
- Teachers will observe more regular mastery of the concepts of problem solving in classroom work that is reviewed.
- Harris students will obtain 94% Mastery on mClass, Acuity, and ISTEP+.

2013-2014:

- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of problem solving (local assessment based on Indiana State Standards).
- Harris students will express more confidence in performing the skills of problem solving at all grade levels.
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- Harris students will obtain 95% Mastery on mClass, Acuity, and ISTEP+.

2014-2015:

- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of problem solving (local assessment based on Indiana State Standards).
- Harris students will express more confidence in performing the skills of problem solving at all grade levels.
- Teachers will observe more regular mastery of the concepts of problem solving in classroom work that is reviewed.
- Harris students will obtain 96% Mastery on mClass, Acuity, and ISTEP+.



VIII. Academic Honors Diploma and Core 40, including the following:

Neither the academic honors diploma nor the Core 40 curriculum applies to Harris Elementary.

IX. Proposed interventions based on school improvement goals.

Goal 1: Students in Grade 3 will pass the ISTEP+ test to ensure Harris Elementary of meeting the state and federal guidelines.

- Monitor consistency in teaching the adopted curriculum with fidelity within and across grade levels K-3.
- Teach, practice, and apply test-taking skills to students in Grades 1-3.

Goal 2: Teachers will effectively use a variety of strategies to improve student learning.

- Learn developmentally appropriate methods of teaching problem solving skills
- Learn more test taking strategies
- Develop consistent terminology for concepts related to problem solving
- Use similar processes and formats similar to those used on a standardized test
- Develop knowledge of standards above and below their own grade level
- Develop a sense of teamwork as they pursue mastery of the goal
- Train teachers to differentiate core instruction in language arts and mathematics
- Work with the Harris Math and Reading Instructional Coaches and Principal to improve instruction and delivery.
- Monthly grade level discussion during team meetings.

X. Professional development that is coordinated with proposed interventions and that supports sustainable improvement efforts.

The professional development program should include a narrative that includes:

A. A summary of analysis of data regarding student learning.

Based on data from ISTEP+:

Harris Elementary has seen an increase in the percentage of students passing both sections of the ISTEP+ over the last 3 years. It is imperative that one Harris Elementary objective is to continue to increase the percentage of students meeting academic standards under the ISTEP+ program.

2010-2011 : 82%

2011-2012: 90%

2012-2013: 92%

B. Strategies, programs, and services to address student-learning needs.

Professional Development Plan

School Building: Harris Elementary

School Year: 2013-2014

Achievement Objective: Harris Elementary School students will demonstrate increased mastery in FLUENCY in each of the next three school years.

Activity	Presenter	Date	Length of Activity	Number of Participants	Documentation of Impact of Objective
Grade-level meetings for collaboration regarding ELA	Principal & Reading Coach	Spring 2014	1 Hour	All Certified Staff	Teacher assessments of student work will be more valid
Assessment and Analysis of mClass Benchmark Data	Principal & Reading Coach	2013	1 hour	All Certified Staff	Report of classroom assessments; teacher review

Professional Development Plan

School Building: Harris Elementary

School Year: 2013-2014

Achievement Objective: Harris Elementary School students will demonstrate increased mastery of the Mathematics Standard of PROBLEM SOLVING in each of the next three school years.

Activity	Presenter	Date	Length of Activity	Number of Participants	Documentation of Impact of Objective
In-house training of websites to improve math problem solving skills.	Harris Staff Math Instructional Coach	Fall 2013	1.0 Hours	All Certified Staff	Student Assessments
The use of various manipulatives and strategies to create strong student problem solvers	Harris Staff Math Instructional Coach	Winter 2013- 2014	1.5 Hours	All Certified Staff	Informal Teacher Reviews/ Evaluations
Problem Solving and the Indiana Academic Standards	Math Instructional Coach	Fall 2013	1.0 Hour	All Certified Staff	Informal Teacher Reviews

A. Activities to implement the strategies, programs, and services

All staff members will be involved in continuous learning in the following ways:

- Monthly grade level team meetings
- Corporation meetings
- Monthly staff meetings

Harris Elementary Professional Development Program may include other opportunities for continuous learning such as:

- Webinars
- Corporation trainings

B. The evaluation of activities that will be conducted

To monitor professional development and its impact:

- ISTEP+ scores will be analyzed yearly to monitor progress according to the State and Federal Guidelines.
- Benchmark tests and other assessments will be analyzed throughout the year to monitor progress of student learning.
- Through grade level discussions, the administrator will monitor the degree of knowledge, skills, and attitudes about inclusion, differentiation, collaboration, classroom management and discipline, working with students in poverty, and the integration of technology.

i. Statutes and rules to be waived

Harris Elementary does not request the waiving of any statutes or rules at this time.

ii. Three (3) year time line for implementation, review, and revision

2013-2014

**FOCUS: INSTRUCTIONAL STRATEGIES FOR FLUENCY
INSTRUCTIONAL STRATEGIES FOR PROBLEM SOLVING**

2014-2015

**FOCUS: INSTRUCTIONAL STRATEGIES FOR FLUENCY
INSTRUCTIONAL STRATEGIES FOR PROBLEM SOLVING**

2015-2016

**FOCUS: INSTRUCTIONAL STRATEGIES FOR FLUENCY
INSTRUCTIONAL STRATEGIES FOR PROBLEM SOLVING**

September 2013

In-service activities

Continue to refine instructional strategies for fluency and problem solving.

September 2013-May 2014

Continue goal-oriented monthly grade level team meetings.

February 2014

Analyze assessment data. Examine progress on reaching benchmarks.

May 2014

Analyze ISTEP+ and IREAD Data and examine progress.

Evaluate and plan for 2014-2015 School Improvement Plan.