

July 2019

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 285

School Improvement Plan 2019–2020 (2019-2020/2020-2021/2021-2022)

Dr. Harold Olin, Superintendent

Mr. Daniel Brown, President, Board of School Trustees

Mrs. Sarah Greulich, Principal

**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 ILEARN. (p. 4)
- II. Mission and belief statements (p. 4-5)
- III. Summary of data, derived from an assessment of the current status of education programming, including the following:
 - A. Data from the annual performance report. (p. 5)
 - B. Data related to performance indicators other than those included in the annual performance report. (pp. 5-6)
 - C. Other information about educational programming and the learning environment. (p. 6)
- IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:
 - A. Information about how the school's curriculum supports the achievement of INCC. (p. 7)
 - B. Information about how the school's instructional strategies support the achievement of INCC. (p. 7)
 - C. Analysis of student achievement based on ISTEP+ and other assessment strategies. (pp. 8-9)
 - D. Parental participation in the school. (pp. 10-11)
 - E. Technology as a learning tool. (p. 11)
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- V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:
 - A. Attendance rate. (p. 12)
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- VI. Specific areas where improvement is needed immediately. (p.13)
- 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.
 - Three (3) year timeline for implementation, review, and revision. (pp. 13-16)

I. Introduction

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

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 285+ students with three to four sections per grade level. The student population of Harris is 95% Caucasian, 4% Multi-Racial, and 1% Hispanic and Asian. The school staff is made up of one principal and thirteen grade-level teachers in grades K-3. Additionally, the school has one shared math instructional coach, one shared reading instructional coach, one special education resource teacher, one functional academics teacher, one school counselor, one physical education teacher, one music teacher, one shared art teacher, one shared speech/language pathologist and two Title I teachers. The average class size at Harris Elementary is 21 students per classroom. The functional academics teacher works with 6 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 eight general education/resource assistants, one Title I assistant, two 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 who are learning disabled, mildly mentally handicapped, emotionally handicapped, on the autism spectrum, and moderately and severely handicapped. Harris Elementary serves students in special education classes and speech and language therapy. Harris Elementary also has the following part time: occupational therapist, physical therapist, behavioral therapist, and special education nurse.

Harris Elementary students will have 1-to-1 iPads beginning in the fall of 2018. Other technology at Harris includes: LCD classroom projectors, Internet access and Apple TV. Software and apps are 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 15 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 once a week. The focal point of all curriculum taught at Harris Elementary is the Indiana College & Career Readiness Standards that are written for each subject area and each grade level.

Factors determining socio-economic status include a 51.4% rate of students who receive free or reduced lunch in the 2018-2019 school year. This has decreased from 54% reported in the 2017-2018 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. 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 grades 1-3. 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 each year, which is a drug awareness program. Other programs include V.I.P. Appreciation Day and a Positive School Wide Behavior System.

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 V.I.P. Appreciation Day, yearly fund-raisers in the fall and spring, class field trips, family fun nights, school carnival, and Educators' Appreciation Week. Their funds are used to provide students 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 ILEARN.

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

Kindergarten: NWEA and CogAt

1st Grade: NWEA

2nd Grade: NWEA and CogAt

3rd Grade: NWEA, ILEARN and IREAD 3

Functional Academics: I AM

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. Mission and Belief Statements

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.

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 all children can learn.
4. We believe students, teachers, and parents share the responsibility for learning.
5. We believe that all students will be taught an appreciation for fine arts.

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 ILEARN in the spring of 2019, 65% of the third grade students at Harris Elementary passed the Language Arts section of the test and 80% passed the Math section. Harris Elementary received a school-wide letter grade of “B” for the 2018-19 school year. Daily attendance, in the 2018-2019 school year at Harris Elementary averaged 98.6%. Five students missed more than 15 days.

Overall Performance on the ILEARN test, by Subject, Grade: Harris Elementary School, Spring 2019

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	66	65%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	66	80%

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 Multi-Tiered Systems of Support 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. 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. IREAD 3 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 functional academics teacher 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

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 2018-2019 school year, Harris Elementary School had 0 student out-of-school suspensions and 0 student expulsions. Due process is given to every student when 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

- Textbook Adoption Committees selected Wonders which correlates with the Indiana College and Career Readiness Standards.
- The High Ability third grade follows the IDOE High Ability Units for reading to provide enrichment. Additional materials to enrich their math instruction are also used
- 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 Multi-Tiered Systems of Support 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
- Multi-Tiered Systems of Support (MTSS) and RtI
- 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, and classroom teachers.)
- Reading and Writing Across the Curriculum
- Teacher and Student modeling of the writing process
- 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
- 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.

2019 NWEA Data

NWEA Math Proficiency Spring 2019				
Grade	Number of Students with Valid Growth Scores	Number of Students At or Above Norm Level Grade Mean RIT	Norm Mean RIT	Percentage at or Above Norm Grade Level Mean RIT
K	68	49	159.1	72.05%
1	67	47	180.8	70.10%
2	75	51	192.1	68%
3	66	55	203.4	83.30%
K-3	276	202	n/a	73.18%

NWEA Reading Proficiency Spring 2019				
Grade	Number of Students with Valid Growth Scores	Number of Students At or Above Norm Level Grade Mean RIT	Norm Mean RIT	Percentage at or Above Norm Grade Level Mean RIT
K	68	37	158.1	54.4%%
1	67	40	177.5	59.70%
2	75	47	188.7	62.60%
3	66	49	198.6	74.20%
K-3	276	173	n/a	62.6%%

Reading

Harris Elementary School

Growth: Reading K-2 IN 2014

IN Academic Standards English/Language Arts: 2014

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Reading: Foundations		Reading: Literature and Nonfiction		Reading: Vocabulary		Writing	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	K	69	158.2	12.4	161	159.7	14.2	158.4	13.8	158.4	15.1	156.6	13.2
Winter 2018-2019	K	68	151.2	10.0	151	150.9	11.0	153.2	11.7	152.6	11.0	149.3	11.4
Fall 2018-2019	K	67	142.4	8.6	141	137.3	13.0	149.0	9.2	148.6	10.8	134.7	12.4
Spring 2017-2018	K	73	161.4	12.1	162	162.1	14.5	161.2	12.3	162.3	13.6	159.9	14.1
Winter 2017-2018	K	71	151.1	9.2	150	150.4	9.9	153.8	12.1	152.0	11.0	148.4	11.4
Fall 2017-2018	K	70	141.2	8.0	142	138.6	11.4	145.0	9.6	146.9	11.2	134.2	11.6
Spring 2018-2019	1	67	181.0	13.1	180	182.5	18.3	180.9	13.6	180.9	13.7	179.9	15.0
Winter 2018-2019	1	66	172.0	13.1	171	173.4	16.2	172.8	14.6	171.0	15.5	170.3	12.8
Fall 2018-2019	1	66	164.8	12.3	165	164.0	14.5	165.7	13.8	167.2	14.4	162.2	13.3
Spring 2017-2018	1	78	180.1	12.9	182	181.1	16.8	181.1	12.4	178.8	14.4	178.8	14.2
Winter 2017-2018	1	76	172.8	10.6	173	172.9	12.8	173.1	12.7	173.1	12.6	171.8	10.9
Fall 2017-2018	1	76	159.2	9.5	160	158.1	10.9	160.1	12.1	160.4	12.0	157.9	9.9
Spring 2016-2017	1	56	183.9	12.8	184	186.1	17.4	184.9	13.1	183.0	12.8	181.4	14.7
Winter 2016-2017	1	57	176.5	13.9	176	179.2	19.3	177.4	13.8	173.7	14.9	175.4	13.5
Fall 2016-2017	1	53	159.9	12.0	161	157.9	13.4	160.8	14.6	160.3	15.0	160.0	10.9
Spring 2015-2016	2	1											
Winter 2015-2016	2	20	181.9	11.0	182	181.9	13.4	180.3	13.5	181.5	11.6	183.3	12.7
Fall 2016-2017	3	1											

Reading

Harris Elementary School

Growth: Reading 2-5 IN 2014

IN Academic Standards English/Language Arts: 2014

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Nonfiction		Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	1	1									
Spring 2018-2019	2	75	191.3	16.0	194	192.1	18.0	191.4	15.8	190.6	16.6
Winter 2018-2019	2	78	184.1	16.1	188	185.4	17.6	184.8	16.9	182.1	16.2
Fall 2018-2019	2	76	172.1	16.5	172	173.3	17.0	171.4	17.8	171.6	16.8
Spring 2017-2018	2	61	194.2	14.8	196	194.4	13.5	196.5	17.1	191.9	15.6
Winter 2017-2018	2	59	189.5	15.4	192	191.3	16.5	189.1	16.2	188.4	15.6
Fall 2017-2018	2	57	176.4	16.2	176	178.2	17.1	175.9	18.5	175.4	15.8
Spring 2016-2017	2	75	192.1	17.4	197	193.0	19.8	193.3	18.3	190.0	16.5
Winter 2016-2017	2	75	183.4	17.8	185	183.9	18.7	184.1	18.3	182.1	19.0
Fall 2016-2017	2	76	175.3	17.9	176	177.3	19.4	174.7	18.7	173.8	17.7
Spring 2015-2016	2	94	189.5	16.6	193	189.5	19.3	190.4	17.4	188.2	15.7
Winter 2015-2016	2	73	185.0	16.8	188	186.1	17.6	185.3	19.0	183.7	16.3
Fall 2015-2016	2	91	179.4	18.2	180	180.6	19.4	179.4	19.0	178.3	18.7
Spring 2018-2019	3	66	204.9	14.3	207	205.4	16.6	205.4	15.2	203.8	14.6
Winter 2018-2019	3	63	200.4	13.1	202	201.0	14.0	200.7	13.8	199.5	14.4
Fall 2018-2019	3	63	192.6	15.0	196	192.9	16.0	192.5	15.6	192.1	16.2
Spring 2017-2018	3	85	202.6	16.5	205	203.0	17.7	203.3	17.1	201.6	17.0
Winter 2017-2018	3	85	198.6	15.7	201	198.6	17.1	200.3	16.9	196.8	15.9
Fall 2017-2018	3	82	189.0	16.6	191	189.8	17.4	188.8	18.3	188.3	17.4
Spring 2016-2017	3	91	201.6	17.0	204	202.2	18.3	201.4	18.8	201.3	16.6
Winter 2016-2017	3	92	196.5	15.4	198	197.5	17.1	196.4	16.8	195.7	15.2
Fall 2016-2017	3	91	190.5	15.9	191	190.8	16.7	190.5	18.1	190.1	16.2
Spring 2015-2016	3	72	200.5	15.6	203	201.8	17.2	200.0	15.2	199.8	17.2
Winter 2015-2016	3	73	196.7	15.6	199	197.0	17.7	197.1	16.1	196.1	15.5
Fall 2015-2016	3	73	195.3	16.6	199	196.5	18.2	195.2	17.9	194.4	16.7

Mathematics

Harris Elementary School

Growth: Math K-2 IN 2014

IN Academic Standards Mathematics: 2014

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense		Computation		Algebraic Thinking		Geometry		Measurement and Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	K	68	163.5	11.9	165	162.1	14.2	160.9	13.5	164.5	13.9	166.3	15.5	163.2	13.9
Winter 2018-2019	K	68	151.3	11.1	151	149.5	15.1	145.9	14.0	150.6	13.6	158.0	13.9	152.8	11.9
Fall 2018-2019	K	67	140.0	10.1	138	139.7	11.0	135.9	13.7	137.6	13.1	146.7	12.1	142.9	10.8
Spring 2017-2018	K	73	162.4	12.7	164	161.5	14.9	158.9	17.4	161.3	13.6	168.0	15.2	162.2	14.2
Winter 2017-2018	K	71	148.2	12.0	151	148.4	12.6	140.9	16.0	148.8	15.6	153.0	15.6	150.0	13.1
Fall 2017-2018	K	70	136.4	8.5	137	138.3	12.4	128.1	11.0	135.0	13.9	141.6	14.0	139.7	10.1
Spring 2018-2019	1	68	188.5	12.6	189	190.0	16.2	188.8	13.0	188.9	13.7	189.5	15.5	184.4	15.6
Winter 2018-2019	1	66	175.7	12.4	176	174.9	15.3	177.1	12.2	177.7	18.1	174.8	14.6	174.1	12.9
Fall 2018-2019	1	66	163.2	13.5	163	162.9	16.4	160.4	18.0	163.9	15.2	167.7	14.0	161.9	14.6
Spring 2017-2018	1	78	185.1	13.8	186	184.8	16.3	185.1	15.0	184.7	15.7	186.0	17.3	184.4	14.9
Winter 2017-2018	1	76	173.7	11.5	174	172.2	13.2	177.6	13.6	175.7	15.0	169.7	12.2	173.1	14.2
Fall 2017-2018	1	76	157.3	12.2	159	158.4	13.7	155.9	17.4	159.6	14.1	156.5	15.6	155.4	12.8
Spring 2016-2017	1	56	190.5	11.7	190	192.6	15.1	189.3	11.2	187.9	12.3	193.2	16.8	188.8	12.7
Winter 2016-2017	1	57	179.8	12.1	182	182.3	12.2	180.9	15.1	181.8	15.1	175.5	13.9	178.3	14.3
Fall 2016-2017	1	53	162.5	12.5	165	164.5	13.5	160.7	14.2	163.2	13.7	161.7	15.0	162.7	15.1
Spring 2015-2016	2	1													

Mathematics

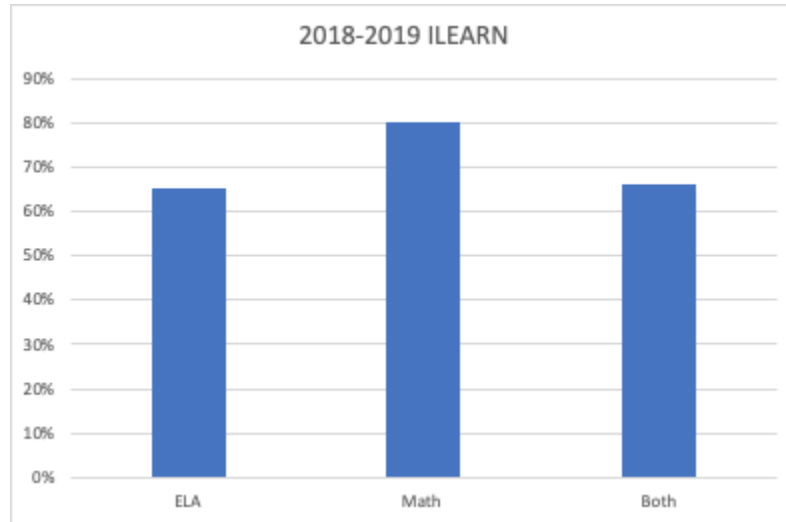
Harris Elementary School

Growth: Math 2-5 IN 2014

IN Academic Standards Mathematics: 2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance											
						Number Sense		Computation		Algebraic Thinking		Geometry		Measurement		Data Analysis and Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	2	75	194.2	9.7	195	194.2	10.7	189.8	11.2	195.4	11.0	196.9	12.3	195.3	13.1	193.5	13.1
Winter 2018-2019	2	78	185.3	10.6	189	186.0	10.9	183.3	13.3	187.3	11.5	185.8	13.0	185.7	12.8	183.4	14.1
Fall 2018-2019	2	76	175.6	11.8	176	175.6	13.6	172.9	15.0	176.4	13.9	176.0	17.5	176.6	13.0	176.3	13.9
Spring 2017-2018	2	61	194.6	11.8	195	193.7	11.4	191.8	13.1	196.0	14.7	197.9	15.7	195.3	15.3	193.0	14.0
Winter 2017-2018	2	59	188.4	9.7	189	188.8	10.8	185.0	11.0	190.6	13.9	190.1	11.5	190.4	13.4	185.9	11.6
Fall 2017-2018	2	57	178.9	12.7	179	179.5	14.5	174.7	15.9	179.1	14.1	182.9	15.6	179.4	14.4	178.4	15.8
Spring 2016-2017	2	75	193.7	13.7	195	195.1	14.1	190.1	15.4	194.1	16.1	197.3	16.6	192.4	15.7	193.3	14.0
Winter 2016-2017	2	75	184.8	12.5	187	185.5	13.2	181.9	12.2	186.3	14.8	184.8	15.6	186.5	15.2	183.9	14.5
Fall 2016-2017	2	76	175.5	13.4	180	178.7	14.5	171.7	15.7	172.9	18.9	178.7	16.6	175.8	13.2	175.1	15.0
Spring 2015-2016	2	94	194.4	13.3	197	194.2	14.8	191.7	13.1	193.8	16.2	198.4	15.6	195.1	15.1	193.3	17.3
Winter 2015-2016	2	93	186.3	12.7	188	189.0	14.7	183.5	11.5	185.5	14.9	188.1	17.2	186.7	13.8	185.2	16.7
Fall 2015-2016	2	91	182.4	12.3	182	183.9	13.3	179.8	11.8	182.7	14.1	182.2	17.1	184.0	14.0	181.8	15.9
Spring 2018-2019	3	66	211.4	11.1	210	212.5	14.2	210.9	11.4	213.2	12.6	209.7	14.5	213.0	15.1	209.2	11.8
Winter 2018-2019	3	63	203.7	11.4	205	199.5	12.2	203.7	14.1	204.7	13.0	205.8	15.3	205.1	14.1	203.3	12.5
Fall 2018-2019	3	63	193.4	11.3	193	195.0	12.1	189.4	12.4	193.2	13.5	195.6	13.9	193.6	14.2	193.9	13.9
Spring 2017-2018	3	85	208.5	12.3	209	209.7	15.1	207.8	14.5	209.3	15.8	207.4	13.7	209.2	16.6	207.1	13.0
Winter 2017-2018	3	85	201.4	13.1	202	199.7	13.6	201.4	13.3	201.2	15.9	200.4	16.1	204.1	17.0	201.1	15.1
Fall 2017-2018	3	82	190.2	13.7	190	192.9	14.7	186.0	14.4	189.4	15.9	193.8	18.6	191.1	15.6	189.2	15.3
Spring 2016-2017	3	91	207.4	15.4	209	208.8	17.1	207.1	13.9	206.7	16.4	207.8	17.9	208.4	17.8	206.0	18.0
Winter 2016-2017	3	92	201.3	14.0	203	201.3	14.0	198.3	14.5	201.7	16.7	202.7	16.9	202.2	16.0	201.7	16.5
Fall 2016-2017	3	92	191.8	14.9	193	194.8	17.5	188.8	14.5	189.9	18.1	191.3	17.4	193.2	17.8	193.2	18.1
Spring 2015-2016	3	72	209.4	13.6	211	208.5	15.9	207.6	12.1	208.1	16.5	213.8	16.5	211.1	16.8	208.1	17.2
Winter 2015-2016	3	73	200.9	12.3	202	203.4	14.2	202.4	12.3	199.1	15.3	200.6	14.6	202.4	15.2	198.0	16.3
Fall 2015-2016	3	73	196.9	12.6	198	198.7	12.9	195.6	13.8	199.0	14.3	197.5	15.6	197.7	15.5	193.7	17.3

2019 ILEARN Data Class of 2028 Proficient Percentages



Historical ISTEP+/*ILEARN Language Arts Data

	State	Corporation	Harris
Year	Average	Average	Average
2015-2016	69%	81%	72%
2016-2017	67%	75%	69%
2017-2018	64%	70%	72%

*2018-2019	46%	56%	65%
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Historical ISTEP+/*ILEARN Math Data

	State	Corporation	Harris
Year	Average	Average	Average
2015-2016	60%	75%	74%
2015-2017	56%	71%	69%
2017-2018	58%	69 %	72%
*2018-2019	58%	73%	80%

Historical IREAD 3 Data

	State	Corporation	Harris
Year	Average	Average	Average
2015-2016	88.9%	91.4%	85.9%
2016-2017	89%	96%	94.5%
2017-2018	87%	94%	90.4%
2018-2019			93.9%

Summary:

Our kindergarten through third grade students are now assessed three times annually using the NWEA test for English/Language Arts and Mathematics. These assessments take place in August, December, and May. The timely feedback offered through these assessments allows our staff, including principal, instructional coaches and teachers, to spend considerable time reviewing the data to gauge student strengths and weaknesses. We can then address student needs in the classroom, during RtI and also Title I instructional time. While we are constantly looking to improve, the data provided highlights numerous successes.

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 app based communication, 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 Parent 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, school counselor, 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 (IEP) have at least one additional conference with teachers each year.
- **Online opportunities** –Remediation and enrichment opportunities are available in reading and mathematics for our students. Parents can also access PowerSchool online and view student grades, attendance and teacher comments.
- **Websites/Social Media** - 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:

- LCD projectors in classrooms
- TV Studio is available to broadcast daily announcements
- Telephones (with Voicemail) available in each classroom to encourage regular communication between teachers, parents, and students
- Technology Resource Assistants (TRA) are available 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
- Assistive technology programs (talk to text & text prediction word processing)
- iPads
- Chromebooks
- Apple TV
- 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 enter 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
- Most adults in the building are certified in First Aid and CPR
- All staff use a school-wide Behavior Management System
- 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 Communities, as available from the DOE (previously 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 2018-2019 school year averaged 98.6%. The objectives for Harris Elementary are to:

- Implement strategies to maintain a daily attendance to 97.4% or above in the 2019-2020 school year.
- Increase to maintain a daily average attendance rate of 97.5% or above in the 2020-2021 school year.

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

Harris Elementary continues to strive for an increase in the average percentage of students passing ISTEP+:

2014-2015:	66%
2015-2016:	60%
2016-2017:	61%
2017-2018:	67%
*2018-2019:	66%

VI. Specific areas where improvement is needed immediately

Critical Issues

1. More students need to pass the ILEARN and IREAD tests.
 - Continue to align curriculum 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 learning outcomes for students with disabilities and students in poverty.
2. Teachers need more support and instructional strategies in the following areas:

- Reading Comprehension: explicit teaching of word work at k-2, introduce higher levels thinking strategies across grade levels, measure comprehension through evidenced-based written response, with increased opportunities for student to respond to text.
 - 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 ILEARN test and IREAD 3 to ensure Harris Elementary is meeting the state and federal guidelines.
2. Teachers will effectively use a variety of strategies to improve student learning in order for all students to show at least one year of academic growth.

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 ILEARN and IREAD 3 test to ensure Harris Elementary of meeting state and federal guidelines.
 - A. Monitor the increase in percentage of **all** students in Grade 3 passing the ILEARN and IREAD 3 tests as per the State and Federal Guidelines.
2. Teachers will effectively use a variety of strategies to improve student learning.
 - A. Through self/team planning and reflection opportunities, academic coaching and PLC time, teachers will evaluate the effectiveness of instructional practices
 - B. Professional Development Sessions
 - C. Weekly Professional Learning Communities

Achievement Objective (Goal) #1

Harris Elementary School students will demonstrate increased mastery of reading and comprehending a variety of literature and nonfiction independently, proficiently and accurately in each of the next three school years.

Benchmarks for Progress

2019-2020:

- Harris Elementary School students will demonstrate increased mastery of reading and comprehending 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 NWEA.
- Teachers will observe more regular mastery of fluency in day-to-day student work
- Harris will have 70% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 70% proficiency on ILEARN.

2020-2021:

- Harris Elementary School students will demonstrate increased mastery of reading and comprehending 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 NWEA.
- Teachers will observe more regular mastery of reading and comprehending in day-to-day student work.
- Harris will have 75% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 75% Proficiency on ILEARN.

2021-2022:

- Harris Elementary School students will demonstrate increased mastery of reading and comprehending 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 NWEA.
- Teachers will observe more regular mastery of reading and comprehending in day-to-day student work.
- Harris will have 80% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 80% proficiency on ILEARN.

Achievement Objective (Goal) #2

Harris Elementary School students will demonstrate increased mastery of the Mathematical Process Standard of making sense of problems and persevere in solving them in each of the next three school years.

Benchmarks for Progress

2019-2020:

- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.

- Students will demonstrate improved mastery from pretest to posttest 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 will have 72% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 83% Proficiency on ILEARN.

2020-2021:

- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.
- Students will demonstrate improved mastery from pretest to posttest 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 will have 75% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 85% Proficiency on ILEARN.

2021-2022:

- Harris Elementary School students will demonstrate increased mastery in problem solving on annual standardized testing.
- Students will demonstrate improved mastery from pretest to posttest 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 will have 80% of students performing at or above their grade level mean RIT on NWEA.
- Harris students will obtain 90% Proficiency on ILEARN.

School Improvement Committee

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