



Colorado's Unified Improvement Plan for Schools

Harris Bilingual Elementary School UIP 2022-23 | School: Harris Bilingual Elementary School | District: Poudre R-1 | Org ID: 1550 | School ID: 3787 |
Framework: Performance Plan: Meets 95% Participation |

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Executive Summary



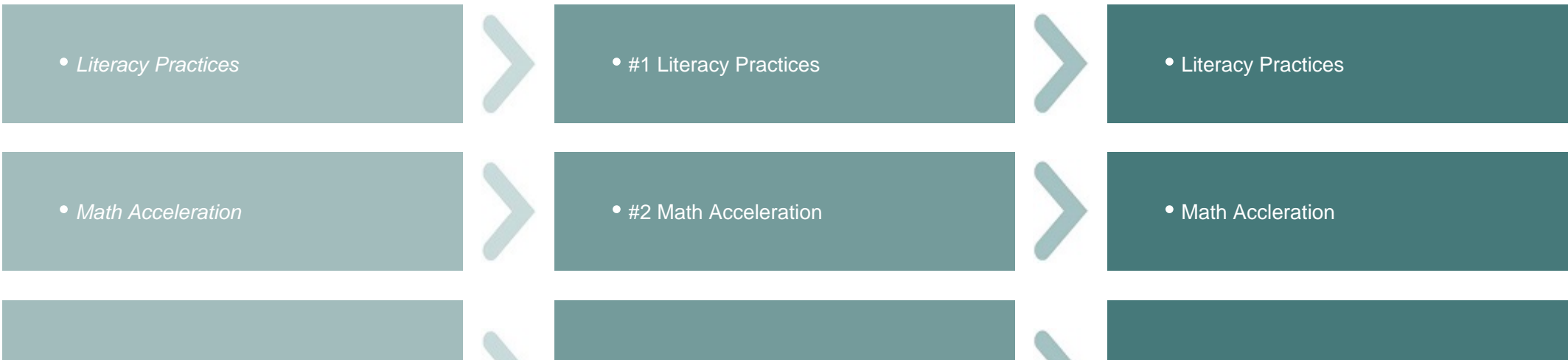
Priority Performance Challenges

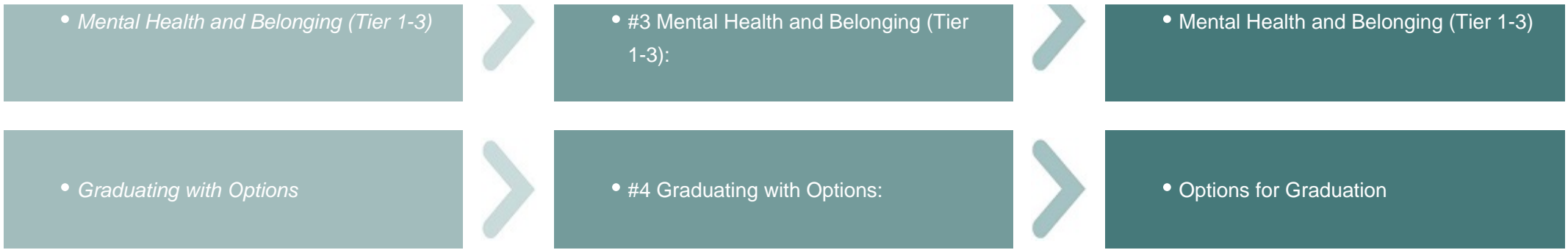


Root Cause



Major Improvement Strategies





Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the School

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Dual Language Immersion education is grounded in the principles of additive bilingualism and cultural pluralism. This orientation views language and culture as a resource, and thus, being bilingual and bicultural as being resource-rich. The goals (pillars) of dual language immersion education are: (1) High levels of academic achievement in 2 languages, (2) Bilingualism and biliteracy, (3) Encompass culturally responsive learning environments that value inclusivity, equity, and the differences of all students and the surrounding communities, (4) Develop students to be adaptive, open-minded, culturally competent and globally aware.

Harris Bilingual Immersion School (HBIS) is home to 318 PreK-5 students and is located in central Fort Collins. Harris implements a dynamic Two-Way, Dual Language Immersion Model, where 50% of the students are native Spanish speakers and 50% of the students are native English speakers at each grade level. Our student demographics include: 47% Female, 53% Male, 69% Latino, 30 % White, and 1 % Multiracial. Approximately 54% of Harris students qualify for free/reduced lunch benefits in 2021-22 and 47% are Emerging Bilingual students. Harris students receive direct instruction in both Spanish and English on a daily basis with higher percentages in the primary grades in L1. Our attendance rates remain consistently higher than the state average and our mobility rates remain low. Our student population is almost 75% Latino and we have held a steady increase in rate from 4% to 6% of our students who qualify for an IEP. We have seen an increase in our students who qualify for a 504 Plan.

At Harris, we are dedicated to Dual Language development. In 2018, our Dual Language program celebrated 25 years and several years of state celebrations in regard to our growth data for our emerging bilingual students. Our program is based on the two-way immersion model which honors and supports both Spanish and English development for all learners. Students begin with a 60/40 program for Kindergarten through 2nd grade, and transition to a 50/50 program for 3rd through 5th grade. See the model below for the percentage breakdown. This model supports students as they develop literacy skills in their 1st language (mother tongue) and transition to literacy in both languages in 4th and 5th grade.

In 2018, Harris Bilingual created a sustainable partnership with Boltz Middle School in order to continue the dual language program in middle school (6th grade through 8th grade). Also in 2018, Harris Bilingual also established criteria for our 5th graders to receive the Pathway Certificate of Biliteracy. This certificate supports the continuation of bilingual education by recognizing literacy skills in both languages as assessed through AAPPL, written/verbal samples, and teacher recommendations. Students are awarded **this certificate** each spring during the 5th-grade Continuation Ceremony and this data is shared with Boltz Middle School Dual Language teachers, as well as with other middle school language teachers around the district.

	Spanish Literacy	English Literacy	* ELD or SLD	Social Studies	Science	Math
Kindergarten	SPANISH SPEAKERS: 60% OF THE DAY	ENGLISH SPEAKERS: 60% OF THE DAY	30 MIN/4 DAYS PER WEEK	SPANISH M / W / F ENGLISH TU / TH	SPANISH M / W / F ENGLISH TU / TH	SPANISH M / W / F ENGLISH TU / TH
1st Grade	Spanish speakers/ 60% of the day	English speakers/ 60% of the day	45 min/day	By the language of the week	By the language of the week	By the language of the week
	Spanish speakers/ 60% of	English speakers/ 60% of		By the language of the	By the language of the	By the language of the

2nd Grade	the day	the day	45 min/day	week	week	week
3rd Grade	Spanish speakers/ 50% of the day	English speakers/ 50% of the day	45 min/day	By the language of the week	By the language of the week	By the language of the week
4th Grade	4-6-week cycle	4-6-week cycle	during literacy	By the language of the week	By the language of the week	By the language of the week
5th Grade	4-6-week cycle	4-6-week cycle	during literacy	By the language of the week	By the language of the week	By the language of the week

Kindergarten students are in mixed language groups to learn Math, Science, and Social Studies in Spanish three days a week and in English the other two. Every day Kindergarten students learn to read and write in their first language. 1st through 5th-grade students are in mixed language groups for Math, Science, and Social Studies. These subjects are taught one week in Spanish and one week in English (the language of the week.) By grades 4 and 5, students are in mixed language groups for literacy, reading, and writing, instruction.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

PRIOR YEAR MAJOR IMPROVEMENT STRATEGIES

Literacy Acceleration

- Implementing a Harris Theory to Practice EBRT class for grade level teachers - PLC with Interventionist - 4 cycles per year - Targeted literacy interventions
- Strengthening Spanish Language Development using newly created rubrics at each grade - Primary grade level flooding (intervention support)

REFLECTION: After reflection on this strategy, Harris was successful in implementation. With the support of our created Harris Theory to Practice EBRT class, 100% of K-5 teachers and interventionists completed the required CDE training. In addition, both administrators and one specials teacher completed the training as well. This has been instrumental in ensuring that all staff understand and support our school-wide goal of increasing the literacy achievement and growth of our students in both languages.

Math Acceleration

- Using Math WIN groups, teachers/interventionists will use IMPACT Team protocols (EAA) to assess students' understanding, accelerate based upon groupings, and reassess and monitor progress and growth. - Cyles will be repeated 3-4 times per year - Math Coaching will be utilized as needed to support new teachers' understanding of WIN time, IMPACT team protocols, and math strategies to be used at Tier 1.

REFLECTION: After reflection on this strategy, Harris was partially successful in implementing EAA protocol consistently school-wide. While we have more work to do in this area, our goal is for all grade levels to continue to assess, instruct and progress monitor students' math data using the district curriculum, math coaching, and Impact team protocols.

Strengthening Tier 1 PBIS systems to ensure positive connections/belonging

- Implementing Zones of Regulation school-wide - PBIS team will conduct a needs assessment (TFI) and work with the district behavioral specialist - Continue Second Step curriculum - Implement Minute Meetings school-wide - Become trained in Restorative Practices - Continue MTSS process for behavior with grade-level PLC

REFLECTION: After reflection on this strategy, Harris was very successful in implementing a school-wide PBIS system that includes the instruction of Zones of Regulation, Minute Meetings, continued MTSS implementation, and restorative practices. We offered grade-level training for all teachers and staff on the ZoR philosophy and curriculum, providing time in the master schedule for lessons to be taught throughout the year. We use a common language and have common expectations school-wide to use ZoR language. We have created a Restorative Practices Team with 6 staff members who have been trained and who have been training/modeling the rest of the staff. The expectation is that all grade levels will implement restorative circles throughout the year.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Adjustments are embedded in the above reflections.

Current Performance

-

AAPPL: Our AAPPL assessment data during the 2021-22 school year shows us where, in each grade, we made significant gains and where we can improve. All students in grades 3, 4, and 5 took the AAPPL assessment in the spring of 2022. Students were assessed in the following four areas: Interpersonal Listening and Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading. In all 3 grades, our students far exceeded the national average = 4.5 to Harris = Intermediate 1 5.8 in Interpersonal Listening and Speaking. In Presentational Writing, Harris also exceeded the national average's score of 4.3 to our score of 4.5. In Interpretive Listening and Reading, we almost met the national average. These will be areas that we will focus on this year with our Spanish Language Development rubrics and our new curriculum Hola Mundo. In the separate grades, all three grades far exceeded their national averages in all four areas. The only area that we came below was in 3rd grade Interpretive Reading with the national average being 3.7 and Harris' score being 3.6. Harris SLD has worked tirelessly to focus rigor in all four areas of Speaking, Writing, Listening, and Reading. These are huge celebrations!

ACADIENCE/IDEL: In 2021-22 at Harris Bilingual Elementary, we had 61 students supported with READ Plans, this year we have decreased the number of students on Read plans to approximately 50 students. This is a significant reduction that tells us that our students are coming off Read plans due to the implementation of evidence-based reading strategies school-wide and our flooding practice in the primary grades. Acadience is the Poudre School District's READ Act basic literacy assessment. Comparing Acadience assessment performance levels from the EOY 2021 to the EOY 2022, we see that our school-wide

Acadience data for Achievement and Growth increased from 30.8% to 41.9%, just barely missing the mark of 46.2% which is the Pre-Covid %. This is a huge success for Harris and one that we are attributing to moving to the flooding model at the primary grades, and that 100% of our K-5 teachers are now fully trained in the Evidence-Based Reading Training from CDE allowing us to shift our practice from balanced literacy to structured literacy.

Harris is on a CDE Performance Plan for Academic Achievement in English Language Arts/Math. All students "MEET" the percentile ranking with the students who are identified as Minority, who are eligible for Free/Reduced lunch, and students who are English Language Learners/Emerging Bilingual at "APPROACHING" the percentile ranking. To continue to improve our achievement levels, particularly for our "APPROACHING" sub-groups, our MTSS process will continue to be refined this year. Each quarter, grade-level teams and interventionists will meet to monitor the academic and behavioral goals of students at each grade level. We will continue to develop a strong multi-tiered system of support, analyze data on a regular basis and ensure targeted interventions are monitored. This system will help us continue to succeed in our strong dual language model. Local Data - Local data on the 2022-23 School Performance Framework shows a significant growth in both areas of Achievement and Growth. In grades 3-5, Harris had a 95% participation rate. This is slightly lower than 2021-22 and something that we will focus on for this year. Our 3-5 data in writing proved to be lower than we had anticipated and something that we will work towards improving in 2022-23.

In the area of Academic Growth: All students EXCEED the percentile ranking in English Language Arts. In Math, all students MEET the percentile ranking and English Language Learners and students on Free and Reduced Lunch EXCEEDED the percentile ranking! This is a huge success for Harris. This tells us that our use of the EAA protocol is working and we will continue to use this protocol to assess and analyze student data! We have a dedicated staff who deliver targeted interventions, and a school-wide culture of respect and understanding. We honor the diversity of our entire community and we teach the "whole child." *We believe in promoting high levels of Spanish and English language competencies, academic achievement in both languages, high self-esteem, a positive cross-cultural attitudes.*

Trend Analysis



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Literacy Academic Achievement



Trend Direction: Increasing

Performance Indicator Target: Academic Growth

Additional Trend Information:

Trend Analysis:

Based on several data sets that include (Acadience/IDEL, Reading/Math MAPS, ACCESS, and AAPPL) the following is true:

Our Reading trends in both English and Spanish have remained stable with a slight increase last year, while math trends remained stable with a slight increase in 4th-grade math scores. In addition to the difficulties of our most vulnerable students, declining only slightly from 2020 to 2021. Fourth and Fifth Grade overall literacy trends went upward based on CMAS in literacy and math while math also increased slightly. For our subgroups (Students with Disabilities, Emerging Bilingual students, McKinney/Vento students) we saw an upward increase in data trends in both literacy and math for these vulnerable groups. In ACCESS and AAPPL assessment data for groups 3-5, we saw a slight upward trend for students who took assessments in their second language ability. In Math CMAS data for 3-5 grade students, from 2018-19, we saw a significant upward trend for all grades. This upward trend can be attributed to our 2019-2021 focus on Math WIN groups and Math Coaching support.

IDEL/ACADIENCE (K-2)

Kinder, First and Second Grade Reading data was analyzed and we saw a slight trend upward in the last year. For our subgroups (Students with Disabilities, Emerging Bilingual students, McKinney/Vento students) we saw an upward increase in data trends in both literacy and math for these vulnerable groups. This is a celebration for Harris as we are eager to get our scores back up to pre-covid percentages.

Root Causes and Priority Performance Challenges

Priority Performance Challenge: Literacy Practices

1A: Literacy practices: Action Step Implementation Benchmarks: 1) Engaging in District and School-wide Professional Development 2) PLC with Interventionist (4 cycles per year) 3) Targeted literacy interventions 4) Primary grade level flooding (intervention support). 5) Grade-appropriate teaching and learning by PSD-trained staff will be evident at Harris such that the following practices are visible during instruction: 1. Text - Lessons focused on high-quality complex text and instructional materials that are grade-appropriate and aligned with standards. 2. Task - Questions, and tasks that rely on engagement with and evidence from instructional materials. Lessons are sequenced to build knowledge. 3. Thinking - Students do the majority of the work and thinking. Students productively struggle and persevere through difficulty. 1B: Tier 1 Early Literacy (K-3) Description: Harris will monitor and provide Universal Tier-1 instruction that is differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades K through 3rd grade in reading. Action Step Implementation Benchmarks: 1) Universal Tier 1 literacy instruction is data-driven, differentiated, and intentionally designed to minimize the need for intervention and to provide extensions/acceleration K 2) By August 2023, 100% of K-3 literacy teachers will have met the READ Act requirement for evidence-based foundational skills of reading. 1C: Collective Teacher Efficacy Description: Harris will increase collective teacher



efficacy. Teaming practices throughout the year are guided by PSD Literacy protocols and CDE Science of Reading training in order to deliver and monitor effective literacy instruction. Action Step Implementation Benchmark: 1) Ensure all grade level teams understand the principles and use of teaming protocols and address remaining needs with PD. (Example: MClass Tools and Resources) 2) Teaming protocols will be used to support teacher collective efficacy in planning lessons and units based on student data. 3) Teaming protocols will be used to analyze student work and outcomes to address current student needs, and ensure equitable practices and calibration in grading.



Root Cause: #1 Literacy Practices

Building collaborative processes to engage in teaming protocols that result in clear teaching outcomes and formative student data on priority standards.

Priority Performance Challenge: Math Acceleration



Math Acceleration: Action Steps/Implementation Benchmarks: 1) Math WIN groups: Teachers will use flexible math WIN groups based on data and professional judgment to meet and exceed the students' growth. 2) Teachers/interventionists will use IMPACT Team protocols (EAA) to assess students' understanding of Math power standards. 3) Reassess and monitor progress and growth (Cycles will be repeated 3-4 times per year) 5) PSD Math Coaching will be utilized as needed to support the teacher's understanding of WIN time, Math Workshops, and math strategies to be used at Tier 1.



Root Cause: #2 Math Acceleration

Provide teachers with instructional strategies to support students in accessing academic knowledge and vocabulary to engage in grade-level math instruction.

Priority Performance Challenge: Mental Health and Belonging (Tier 1-3)



Mental Health and Belonging: Develop and implement practices to ensure students and staff feel appreciated, validated, accepted, and treated fairly. Harris has successfully implemented practices that ensure students, staff, and families feel safe, appreciated, validated, and accepted regardless of ethnicity, socio-economic status, English language proficiency level, disability, sexual orientation, and gender identification. At the very foundation of a dual language instructional model, Harris works hard to establish a culture of belonging and acceptance of language and culture and sees these as assets and strengths. We will continue to draw on these families funds of knowledge to ensure safety and belonging. Action Steps/Benchmarks: • Implementing Zones of Regulation school-wide • PBIS/Restorative Practices Team conducted a needs assessment (TFI) and worked with the district behavioral specialist to align our restorative practices to PSD. • Continue the Second Step curriculum • Continue "Minute Meetings" school-wide • Implement Restorative Practices at all levels/tiers. All grade levels will implement Classroom Check-In or Talking Circles at least weekly (creates space for regulation and connection). • Continue MTSS process for behavior with grade-level PLC • Restorative Practices Leadership Team will complete a Tier 1 Restorative Practices training. • Harris staff approach Tier 1 behavior corrections and problem-solving with students through a restorative approach using the Four Questions: 1.What happened? 2.

How did it affect people, including you? 3. What could you have done differently? 4. What is a solution or what needs to happen to make things right? • Harris PBIS/RT Team has completed the Tiered Fidelity Inventory (TFI) for at least Tier 1. The resulting data is being used to inform additional action step planning.



Root Cause: #3 Mental Health and Belonging (Tier 1-3):

Students will benefit from explicit direct instruction regarding tools of self-regulation and behavior.

Priority Performance Challenge: Graduating with Options

Harris will continue to support the enrichment opportunities for all students in order to support their educational goals and options for graduation. Action Steps/Benchmarks: Increase clubs/activities before and after school: - Triunfo Mentoring - PSD After 3 - Odyssey of the Mind - Science Fair - Career Fair - Engineering Days - Spanish/English Spelling Bee - Coding Club - Spanish Enrichment - Violin Club - Running Club - STOMP - BOE Hispanic Heritage Month Proclamation - Canvas Classic Football game parade participants - Attendance checks (weekly) - the administration will work with families to ensure that attendance is at or close to 95% each quarter. For families that are struggling, administration/teachers will offer interventions to support the student's daily attendance. -



Root Cause: #4 Graduating with Options:

Students will benefit from enrichment opportunities that provide time and space to be creative, and extend their learning outside of the school day.

Magnitude of Performance Challenges and Rationale for Selection:



1. Literacy Practices: Last year, our goal was for each grade level team (K-5) to consistently implement tier 1 and 2 interventions, analyze student evidence, and develop an action plan to support individual students
 1. REFLECTION: Even throughout the pandemic, our school made the commitment to meet as grade-level PLCs each week and in 6-week cycles to analyze evidence quarterly with Interventionists and to develop action plans to support the academic, social-emotional, or behavioral needs of an individual student.
 2. THIS GOAL WILL CONTINUE:
 1. In 2022-23, our PLC teams will continue to meet regularly and every 6 weeks with Interventionists, with a laser focus on literacy and math, with attention to increasing writing.
 2. We will ground our grade level teams in the use of IMPACT Team protocols, especially EAA, and require 3-4 cycles throughout the year.
 3. All K-5 teachers have taken the CDE Evidence-Based Reading training before January 2022

4. All Spanish Literacy teachers will or have taken the K-3 Estrellitas/Lunita training in order to support the early literacy needs of our emerging bilingual students.
 5. All K-5 teachers will implement the Spanish Language rubrics that were designed by our SLD team last year.
 6. All K-5 SLD teachers will be trained to use the new Hola Mundo curriculum and begin to use it this year.
 7. 4th and 5th-grade teachers will continue to implement Integrated Language Development strategies to support the language development of emerging bilingual students.
2. Math Acceleration: Support cohorts of students who are below grade level through ongoing collaboration where staff plan targeted instruction for individual students. Students receive targeted skill-based instruction and feedback to support their individual needs. Staff analyze student work and plan action steps accordingly.
1. REFLECTION: This major improvement strategy, allowed us to see the need to change our master schedule in order to cohort students in WIN time. Teachers were able to meet on a regular basis to discuss math interventions and plan targeted interventions through WIN time.
 2. THIS GOAL WILL CONTINUE:
 1. In 2022-23, WIN Time has been added back to the master schedule allowing for a dedicated time at each grade level with push-in support from the Intervention team.
 2. AVMR - We will work with the district Math Coach to gain a better understanding of AVMR and how our intervention team can work with specific teachers to model math activities and games and adjust instruction to meet the needs of the students
3. Mental Health and Belonging (Tier 1-3):
1. REFLECTION: This goal increased the overall staff knowledge of mental health and belonging.
 2. THIS GOAL WILL CONTINUE AND IMPROVE BY:
 1. Continued acceptance and appreciation of language and culture by ensuring that a family's funds of knowledge are valued and appreciated daily.
 2. Continuing school-wide Zones of Regulation - this was implemented in 2020-21 and is successfully being used throughout the school as our Tier 1 behavior management system.
 3. TFI School-wide assessment for PBIS Restorative practices - this assessment has been partially taken.
 4. The RPT has been trained and has implemented Circle work throughout each grade level.
 5. Continue the MTSS process to ensure positive behavior supports for all students school-wide
4. Graduating with Options:
1. This goal is new and was selected in order to align our work at Harris with the district-wide goal of supporting all students with graduating with options by:
 1. All teachers have identified an area in which they can support this goal for their students. For example, the upper grades will support students to graduate with options by offering: Science Fair, Career Fair, Engineering Days, etc.

2. School-wide, we are offering a more robust afterschool club and activity program that includes enrichment clubs like; Odyssey of the Mind, Spanish Spelling Bee, English Spelling Bee, etc.

Magnitude of Root Causes and Rationale for Selection:



The rationale for how these root causes were selected and verified is as follows:

- Building Leadership Team worked together to identify areas of improvement based on school-wide data
- School Accountability Committee was consulted as to areas of improvement based on school-wide data
- School-wide data was shared with all staff members
- Grade level specific data was shared with grade-level teachers
- Transition Documents (used in our MTSS process) were discussed between grade level teachers, including PreK and Kindergarten.
- All teachers from the prior school year were able to discuss what worked for students with the next years' teachers.
- Root causes were discussed with the PSD Curriculum and Assessment Director and Building Leadership representatives in order to verify their accuracy.
- Our PBIS evaluated our Tier 1 PBIS system through the TFI and found that there were many areas where we can improve in promoting a school-wide culture of restorative practices. Our first step is to implement Zones of Regulation school wide in 2021-22. Our second step is to implement Restorative Practice Circle work school-wide.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Literacy Practices

Describe what will success look like: - Harris will focus on literacy by offering intentional, grade-level, targeted instruction utilizing the district curriculum, focused on the Science of Reading, with a focus on writing.

Describe the research/evidence base supporting the strategy: The Science of Reading - CDE

Strategy Category:

Associated Root Causes:

#1 Literacy Practices:




Building collaborative processes to engage in teaming protocols that result in clear teaching outcomes and formative student data on priority standards.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Literacy	Science of Reading focus	08/01/2022 05/31/2023 Monthly	Principal, Grade level teachers and Interventionists	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 6 Week Data Cycles	Each 6 weeks, grade level teachers and interventionists will meet to discuss literacy data specific so students on Read Plans, students below level to ensure that we are meeting them instructionally.	08/16/2022 05/26/2023	Harris data planning form, Data spreadsheet, MCLASS, OG, Science of Reading practices	Grade level staff, interventionists, Administration	In Progress



Math Acceleration

Describe what will success look like: - Using Math WIN groups, teachers/interventionists will use IMPACT Team protocols (EAA) to assess students understanding, accelerate based upon groupings, reassess and monitor progress and growth. - Cyles will be repeated 3-4 times per year - Math Coaching will be utilized as needed to support new teachers understanding of WIN time, IMPACT team protocols and math strategies to be used at Tier 1.


Associated Root Causes:




#2 Math Acceleration:

Provide teachers with instructional strategies to support students in accessing academic knowledge and vocabulary to engage in grade-level math instruction.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Math Acceleration	Math Protocol cycles, Math Coaching WIN groups, IMPACT Team EAA	08/16/2022 05/26/2023 Quarterly	Grade level teachers, Math Coach, Math Interventionists	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Impact Team Protocol	Using Math Impact Team protocol, staff and interventionists will meet in 6-8 week cycles to review math post assessment data to ensure that we are meeting the needs of students below level. Math Coaching will be used to ensure that interventionists are using AVMR effectively.	08/16/2022 05/26/2023	Impact Team protocol, EAA protocol, math data, PSD Math Coach	Grade level teachers/interventionists, Administration	In Progress



Mental Health and Belonging (Tier 1-3)

Describe what will success look like: - Harris students will feel a sense of belonging by participating in school-wide and classroom community-building practices. School-wide norms are evident and will result in patterns of interaction that encourage risk-taking, collaboration, safety, inclusion, and respect for divergent thinking and students' cultures. The foundation of our dual language programming is that all students feel a sense of safety and belonging and their language and culture are accepted and celebrated!

Describe the research/evidence base supporting the strategy: Funds of Knowledge, Restorative Practices, Positive Behavior Support, Second Step, Zones of Regulation

Strategy Category:


Associated Root Causes:



#3 Mental Health and Belonging (Tier 1-3)::

Students will benefit from explicit direct instruction regarding tools of self-regulation and behavior.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Mental Health and Belonging (Tier 1-3)	Implement Zones of Regulation, TFI Needs Assessment, work with district PBIS support, Continue Second Step, Minute Meetings school wide, Implement Restorative Practices school wide, Continue MTSS for behavior	08/16/2022 05/28/2023 Quarterly	Administrative team, Harris staff	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 PBIS/RPT	Quarterly, meet as a team of professionals to review pertinent data and assess the need to adjust practices or implement an intervention to ensure that all students feel a sense of belonging at Harris.	08/16/2022 05/26/2023	Minute meeting data, grade level circle qualitative information from teachers, student connections data, MTSS referrals for behavior	Administration, teaching staff, Counselor, Mental Health professional, district behavioral specialists and support personnel.	In Progress



Options for Graduation

Describe what will success look like: - Harris staff will support students in “options for graduation” by assisting students to set educational and personal goals, identify areas of interest, engage with families about their educational progress, and work collaboratively with other Harris staff to track progress and facilitate engaging lessons that are accessible to all learning levels.

Describe the research/evidence base supporting the strategy: Poudre School District graduation/completion data.

Strategy Category:


Associated Root Causes:




#4 Graduating with Options::

Students will benefit from enrichment opportunities that provide time and space to be creative, and extend their learning outside of the school day.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Options for Graduation	Harris will provide enrichment opportunities for all students to increase their options for graduation.	08/16/2022 05/26/2023 Monthly	Administration/staff/parents	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Connections data spreadsheet	Administration will gather club/activity data that includes: # of after school/clubs activities offered to students, # of students participating in each program, # of students who are participating who reported that they do not feel connected to any adult at school.	08/16/2022 05/26/2023	Minute meeting data, Student Connections data (last year and this year)	Counselor, Mental Health personnel, parents, administration, support staff	In Progress

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Literacy Practices



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2022-2023: Performance Indicator Percent of Points Earned Points Earned Eligible Rating Academic Achievement 68.2% 27.3 40 Meets Academic Growth 85.9% 51.5 60 Meets Subject Student Group Count CMAS - English Language Arts Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating All Students 145 100.0% 740.5 51 6.00/8 Meets Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Previously Identified for READ Plan 30 100.0% 711.7 - 0.00/0 Approaching Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating English Learners 82 100.0% 729.8 28 0.50/1 Approaching Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Free/Reduced-Price Lunch Eligible 82 100.0% 729.5 27 0.50/1 Approaching Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Minority Students 109 100.0% 732.7 34 0.50/1 Approaching Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Students with Disabilities n < 16 - - - 0.00/0 NA

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Math Acceleration



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2022-2023: Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating MEETS CMAS - Math All Students 145 100.0% 739.6 61 6.00/8 Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Approaching English Learners 82 100.0% 727.2 32 0.50/1 Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Approaching Free/Reduced-Price Lunch Eligible 82 100.0% 728.0 33 0.50/1 Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating Approaching Minority Students 109 100.0% 731.1 41 0.50/1 Participation Rate Mean Scale Score Percentile Rank Pts Earned Eligible Rating NA Students with Disabilities n < 16 - - - 0.00/0

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Mental Health and Belonging (Tier 1-3)



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Student Connections data shows

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Graduating with Options



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: After school clubs and activities decreased or moved online during the pandemic and ultimately, students had fewer opportunities for enrichment. This year we have increased the opportunities for students to participate in a club or activity of their choice that promotes higher self-esteem and supports their passion. We believe that this is an area that can support a student's opportunities to graduate with options that they may cultivate in elementary school and can grow throughout middle and high school.

2023-2024:

INTERIM MEASURES FOR 2022-2023: