

## Comprehensive Progress Report

**Mission:** WE at Holly Harshman Elementary make it our mission to LOVE one another, learn with enthusiasm, and reach our fullest potential. Our Bearcat belief is to R.I.S.E. by being respectful, showing integrity, staying safe, and putting forth effort every day.

**Vision:** WE at Holly Harshman want to empower our staff and students to R.I.S.E. by lifting others daily. WE R.I.S.E. by following key character traits that should be an integral part of who we are. WE believe we are *respectful* of others, our school, and ourselves. WE believe we have *integrity* to be honest, play fair, and follow school rules. WE believe we are *safe* at school, in the classroom, and on the playground. WE believe we must show *effort* to do our best, stay focused, and be on time.

**Goals:**

The HHE literacy goal is that 57% of all students will be reading at or above their grade level by May 2023.

The HHE attendance/engagement goal is to improve from 96% to 97% during the 2022 -2023 school year.

With the implementation of our newly appointed Student Success Planner, the HHE social/emotional goal is that the number of school based mental health referrals will be reduced by 3% this 2022-2023 school year.

The HHE math goal is that 59% of all students will be at or above their grade level by May 2023.



! = Past Due Objectives      KEY = Key Indicator

| Core Function:                          |   | School Leadership and Decision Making   |                     |                   |  |
|---|---|---|---------------------|-------------------|--|
| Effective Practice:                     |   | Establish a team structure with specific duties and time for instructional planning |                     |                   |  |
| ID10                                    | The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)  | Implementation Status   | Assigned To         | Target Date       |  |
| <i>Initial Assessment:</i>              | <p>Staff reviewed weekly data to establish small groups of intervention and enrichment.</p> <p>Summer professional development (Empowering Writers, Eureka math, and Google Classroom) will be offered to increase educator knowledge in content areas.</p>   | No Development<br>03/06/2018  |                     |                   |  |
|   | <p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>  |   |                     |                   |  |
| <i>How it will look when fully met:</i> | <p>Small intervention groups were formed and students were placed in RTI groups according to literacy STAR test/PAST test data. Teachers met weekly to plan, and adjusted groups to best meet all student needs both educationally, and socially.</p> <p>Teachers at each grade level received training in the Sondag System and this phonics based program is being implemented in each Tier II and Tier III RTI group as teachers work to close gaps on students who are currently scoring below grade level.</p> | <b>Objective Met<br/>07/07/21</b>   | <b>Tamara Smart</b> | <b>05/15/2020</b> |  |
| <b>Actions</b>                          |   |   |                     |                   |  |
| 8/29/19                                 | Teachers will meet and work together to determine power standards for the content areas of literacy, math, and science for grade levels 3-5.  | Complete 12/20/2019   | Tamara Smart        | 01/05/2020        |  |
|   | <i>Notes:</i> PLC/Teacher Planning times can be devoted to specifically to selecting these essential standards in all content areas.  |   |                     |                   |  |
| 1/31/20                                 | 1st semester formative assessments were administered to students and graded/analyzed by teachers to determine if skills gaps in learning were apparent. Identified skills were retaught and reassessed to ensure student understanding.   | Complete 12/20/2019   | Tamara Smart        | 01/06/2020        |  |
|   | <i>Notes:</i>   |   |                     |                   |  |

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|------------------------|--|---------------------|--------------|------------|
| 1/22/19                | <p>Authentic Professional Learning Community Building Meetings at each campus to achieve a High Reliability School.</p> <p>The PLC process will have educators and administrators working together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>Meet with campus administrators and leadership teams to use the student data to guide Strategic Plans/School Improvement Plans to achieve growth on the ESSA School Index Score.</p> <p>Local, State, and Federal funds will be used to continue the evidenced based measures that showed benefits to student growth and support new goals. Summative ACT Aspire data will be used as evidence of growth and/or to identify continued areas in need of improvement.</p> | Complete 03/15/2021 | Tamara Smart | 05/01/2020 |
| <i>Notes:</i>          |  |                     |              |            |
| 8/29/19                | After determining power standards, content teachers will work together to create common formative assessments for the tested areas of literacy, math, and science for the 1st and 2nd nine week..  | Complete 01/31/2020 | Tamara Smart | 05/15/2020 |
| <i>Notes:</i>          |  |                     |              |            |
| 1/31/20                | After determining power standards, content teachers will work together to create common formative assessments for the tested areas of literacy, math, and science for the 3rd and 4th nine weeks.  | Complete 03/15/2021 | Tamara Smart | 05/22/2020 |
| <i>Notes:</i>          |  |                     |              |            |
| 1/31/20                | 2nd semester formative assessments were administered to students and graded/analyzed by teachers to determine if skills gaps in learning were apparent. Identified skills were retaught and reassessed to ensure student understanding.  | Complete 03/15/2021 | Tamara Smart | 05/22/2020 |
| <i>Notes:</i>          |  |                     |              |            |
| <b>Implementation:</b> |  | 07/07/2021          |              |            |
| <b>Evidence</b>        | <p>7/7/2021</p> <p>7/7/2021he</p> <p>The principal has kept the data from each quarterly formative assessment. In the upcoming 2021-22 school year we hope to keep this type of data in our Smart Data system.</p>   |                     |              |            |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
| <b>Experience</b>     | 7/7/2021<br>WE have utilized our PLC time to be data driven. WE analyze and share out effective, differentiated student assessment possibilities and reteaching options.   |  |  |  |
| <b>Sustainability</b> | 7/7/2021<br>WE will continue reviewing and utilizing data that is gleaned from various sources, namely, the teacher-created formative assessments. We want to be sure we are providing the correct instruction for each student based on their individual needs. |  |  |  |

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| <b>Core Function:</b> | <b>Classroom Instruction</b> |
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| <b>Effective Practice:</b> | <b>Expect and monitor sound instruction in a variety of modes</b> |
|----------------------------|---|

|   | IIIA01 | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)  | Implementation Status             | Assigned To | Target Date |
|---|--------|---|-----------------------------------|-------------|-------------|
| <b>Initial Assessment:</b>              |        | Time is needed to allow teachers proper planning daily. Teachers receive 40 minutes daily planning time where they use a standards aligned document to create weekly lesson plans. Literacy lessons are horizontally aligned by the Journeys reading program. | Limited Development<br>11/03/2015 |             |             |
| <b>How it will look when fully met:</b> |        |   |                                   |             |             |
| <b>Actions</b>                          |        |   |                                   |             |             |

Notes: