

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Sarah Greulich
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harris Elementary School
(As it should appear in the official records)

School Mailing Address 200 West Park Avenue
(If address is P.O. Box, also include street address.)

City Greenfield State IN Zip Code+4 (9 digits total) 46140-1495

County Hancock County

Telephone (317) 467-6731 Fax (317) 467-4676

Web site/URL https://harris.gcsc.k12.in.us/ E-mail sgreulich@gcsc.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Harold Olin E-mail holin@gcsc.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenfield-Central Community School Corporation Tel. (317) 462-4434

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Daniel Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	33	74
1	26	36	62
2	38	34	72
3	37	40	77
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	142	143	285

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 17%

If the mobility rate is above 15%, please explain:

The mobility data indicates that more students moved to Harris than transferred from Harris. Due to its location and long-standing reputation for academic success, strong instructional programs, and a welcoming environment, many families choose to exercise "school choice" and request transfer to Harris from other schools in our district and the county. Harris is also conveniently located near many local daycares and employment opportunities in Greenfield.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2018	282
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

6. Specify each non-English language represented in the school (separate languages by commas):
We serve the following non-English language students: Vietnamese, Spanish, and Marshallese.

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 137

8. Students receiving special education services: 18 %

50 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	98%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Harris Elementary School is a K-3 school in Greenfield, Indiana, which is the county seat of Hancock County. Hancock County is just 35 minutes east of Indianapolis, the state capital of Indiana. The population of Greenfield is around 22,000 residents, with a median household income of around \$53,000. Harris is 1 of 4 elementary schools in the Greenfield-Central School Corporation serving students in grades K-3. The building has an enrollment of approximately 285+ students with three to four class sections per grade level. The student population of Harris is 95% Caucasian. 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 special education functional academics teacher, one shared behavior specialist, one school counselor, one physical education teacher, one music teacher, one shared art teacher, one shared librarian and a full time library assistant, one shared speech/language pathologist, one shared school psychologist, one shared deaf and hard of hearing teacher, one school nurse, one school secretary, two Title I teachers, 10 instructional assistants.

Harris Elementary first opened its doors in 1954 and has since been an important part of the Greenfield community. Many of our families were once proud students of our school. At Harris, we value connecting our students to their learning and their community. The teachers and staff believe in building relationships with students, cultivating a value for lifelong learning, fostering a love of literacy, providing enriching content, and keeping kids and families actively involved in student learning and outcomes.

To accomplish our goals and reinforce our values, Harris utilizes several school-wide initiatives including Positive Behavior Initiative Supports (PBIS); 1:1 technology integration support; regular, targeted professional development by academic coaches; and a Professional Learning Community (PLC) process for improved student learning outcomes across all spectrums of student learning abilities.

At Harris our teachers and instructional assistants are supported by academic and tech coaches who are available to assist in interpreting data, planning for quality instruction, and modeling/feedback opportunities in classrooms. In the classroom, students are consistently engaged in a 90 minute reading and 90 minute math block that is balanced with explicit instruction, flexible small group time, response to interventions time (RtI), and high interest choice work and application of learning targets. Title I teachers push into classrooms during small group times and provide RtI support for identified groups of students. Our librarian and assistant strive to connect students to high interest fiction and non fiction texts in a warm environment where the habits of life-long readers are fostered. In addition, several community groups provide Harris students and staff support.

The staff is passionate about developing the whole child and implements research-based programs, like Second Steps and Mind Up, that focus on both social and emotional skills. This work includes teaching students about brain science and regulation strategies. Harris also participates in a character initiative. Each month students at our instructional tier engage in study and reinforcement of life-long character skills such as respect, responsibility, and dependability to name a few. In addition, as part of the school-wide PBIS initiative, Harris developed healthy habits for our learners that include the following attributes: positive thinking, acting responsibly, working together, and showing respect. These are directly taught by our school counselor during weekly lessons and reinforced by staff through praise and extrinsic reward systems.

Another social/emotional area we target is the interpersonal experiences of students with adults and each other. Some of these occur naturally during our academic day, while others occur as part of the extension of learning after school. During the academic day, Harris partners with local organizations like the United Way of Central Indiana for Read Up to assist us in academic reading support and Elite Athletic Trend for self awareness learning. After school, students are often able to choose from clubs and enrichment activities like Math Pentathlon, Folk Dancing, Photography Club, and Girls/Boys on the Run.

Other extensions of student learning are facilitated through our partnership with our Parent Teacher Organization. Our PTO works to ensure that our families have a positive school experience through

community events such as family carnivals, book fair sponsorships, literacy and math nights, community STEM opportunities and more. Their partnership is key to families, teachers, and students feeling loved and supported at Harris.

While nearly half of students at Harris are eligible for free/reduced status, our staff, students, and stakeholders continue to strive for excellence. Because of strategic programming and persistent stakeholders, Harris was recognized by the state of Indiana as a school “Exceeding Expectations” on the 2019 state assessments. This designation was earned by Harris earning a passing rate of 93.9% on the Indiana Reading Proficiency Test (IREAD), 66% Proficiency on the ILEARN ELA assessment, and 80% proficiency on the ILEARN Math assessment. The ILEARN scores placed Harris nearly 20% or more above the state average in both tested areas. Because of this strong performance, Harris was also recognized as one of the schools in the top 100 schools in the State of Indiana, putting Harris in the top 25% of all Indiana Schools.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Harris Elementary uses the Indiana Academic State Standards as the primary foundation to drive instruction and strives to make learning accessible to all learners. Along with teaching the standards, we work to consistently implement sound and research-based instructional practices. Teachers utilize the PLC approach to plan for common learning experiences that target the priority areas of the Indiana Academic Standards; evaluate the effectiveness of instruction by examining formative and summative diagnostic assessments, along with student work samples; and create learning opportunities to both remediate and extend learning experiences for all our students. Support from all areas, including general education, special education and Title I, make this a much richer and effective process. Teachers plan for a variety of student experiences using a multi-tiered system of support that includes access for all students to explore the weekly skill and learning targets in a whole group learning environment where the teacher explains and models new content. In addition, student learning is further targeted in regular and flexible small group settings for on level, remediation, and enrichment learning opportunities. During various small group settings, learning experiences are more able to be targeted towards the unique needs of our students. Support staff, including IAs, Speech, Title I and Special Education teachers, can work closely to offer experiences for a variety of groups: those who need a more intensive level of support, those on target, and those needing enrichment that is deeper or beyond grade level. For example, our Speech teacher will host small groups and teach phonics skills during Tier II in addition to Tier III intervention times. During the small group time, student choice and voice are also built into their learning experience. Through the use of a choice board, students are empowered to direct some of their own learning. Students may be seen choosing to explore a concept deeper by writing about the topic or even generating a project centered around this learning. In addition, teachers plan for daily writing, technology integration, and cross curricular connections to explore learning concepts and show progress and mastery towards learning targets.

1b. Reading/English language arts

Harris Elementary implements a research-based reading and language arts core curriculum that is approved by the state of Indiana during a 90 minute reading block called Wonders. This curriculum was recently adopted for its strong phonics component in grades K-1 and for the autonomy it allows teachers at all grade levels. Professional discretion is given to teachers to make discerning decisions about what needs students are showing throughout instruction. The authentic texts in the curriculum capture readers' attention and expose students to texts they may naturally encounter. During reading instruction, students are exposed to a wide variety of fictional and informational texts. Each genre study is started with a read aloud and class discussion. This is followed by a shared selection that the students are able to individually annotate while teachers model key reading components. As the learning progresses, students work with an anchor text and paired text to answer the essential question posed at the beginning of the study.

Small group instruction is an instrumental piece of the curriculum. A minimum of 30 minutes each reading block is spent with students engaged in small group activities. Teachers instruct groups of students according to phonological, vocabulary, or comprehension needs while other students participate in reading reinforcement activities. Individualized student choice has continued to grow at Harris Elementary. Students are encouraged to take ownership of their learning by self-selecting "just right" books and responding to them in meaningful ways that can be shared with the teacher and other students. During this time, teachers may also be conferring with students individually to check in on reading or writing goals. Collaboration between classmates is also encouraged during the small group time. Research topics being discussed in the curriculum allow students to expand their knowledge using a variety of online tools. Being a 1:1 corporation, students have iPads where they can use Apple Clips, Slides, FlipGrid, and other interactive presentation options to respond to their reading.

Reading and writing go hand-in-hand, and teachers allot time daily for students to respond to text through

writing. Harris teachers designate time each day, both inside and outside of their reading block, for student writing. Conferring with students about their writing on a regular basis differentiates instruction, allowing teachers to scaffold writing skills for each individual student.

To guide our teachers in using a data-driven instructional approach, teachers regularly monitor student progress using both formative and summative assessments to determine instructional groups and teaching strategies. Our district has adopted several researched-based assessments useful for creating instructional groups, and assessments such as DIBELS help identify the needs of students and appropriate instructional support in small group teaching environments. Our teachers also give regular fluency checks, biweekly tests, and unit assessments for progress monitoring. Most important are the daily teacher observations and classroom checks for understanding.

1c. Mathematics

Harris Elementary uses Everyday Math (EDM) as its 90 minute core mathematics program. EDM is a research based curriculum that is designed to help students develop a deep conceptual understanding of mathematics. It builds a solid foundation of math through meaningful practice opportunities, discussion of reasoning and strategies, and engagement in the mathematical practices everyday. Students engage in academic discourse through math talks and solve real world problems through collaboration in small groups where they can share ideas and strategies for problem solving. One of the things students and teachers love about EDM is that students use hands-on activities in every lesson that involve manipulatives and classroom/online games to help students make connections to their everyday life. In kindergarten, students are introduced to mathematical concepts through curiosity, exploration, and relationship building. As the curriculum progresses through third grade, it allows for students to model mathematics physically, concretely, and visually. Students also use digital tools such as the eToolkit and the EMGames online to extend their thinking and build mathematical fluency. Teachers implement different levels of depth of knowledge throughout their lessons and during MTSS (Multi-Tiered Systems of support) intervention time.

To build confident mathematicians, teachers at Harris embed the 8 Standards for Mathematical Processes into their instruction to develop life-long habits for mathematical practice in solving real world problems. Teachers at Harris look for readiness to learn the concepts all the way through the process of enriching students. To assist in that enrichment, each unit has collaborative activity that re-engages students by presenting them with a complex and challenging problem to be solved. Students must use the concepts of the related lessons and the standards for mathematical practices. During this time, rich discourse and application allow for students to productively struggle through challenging concepts to explain and support their thinking. Finally, we reaffirm the value of math by helping students make connections at home through our HomeLinks activities. These real world practice activities connect our families to their students' learning in meaningful ways.

Just like our reading curriculum, our math uses a data driven approach to understanding and planning for student learning outcomes. Like reading, this also includes the use of local assessments such as NWEA and the Cognitive Aptitude Test (CogAT). Embedded specifically into the EDM curriculum is intentional daily checks for understanding. Another important feature of this program is the Math Boxes. Math Boxes are an element of the spiral approach that reinforce previously taught skills, concepts, and activities. This spiral review allows for teachers to have strong, dynamic, and flexible grouping opportunities. Many of our support services, such as Title I and Special Education, work closely with our teachers to provide small group reteaching opportunities.

1d. Science

Harris has a core curriculum available for teachers to use in instruction called FOSS Science. FOSS science is a kit based program that explores concepts using a hands on approach to explore and make observations. Most often though, science is embedded into our instructional curriculum through a more cross-curricular approach. In kindergarten and first grade, many of our teachers use more of a STEM approach geared towards hands on, discovery-based learning with toys, tools and technology, including an Osmos robot and applications in our kindergarten. Other experiences for students may include exploring the cycles of nature

through observing butterfly life cycles in first grade. Our students enjoy making observations about the changes, discussing those observations with peers, and writing about their observations. Our third grade specifically enjoys a unit of study where the Purdue University Extension Office brings each classroom an incubator full of fertilized chicken eggs. Students enjoy this very observable process and making scientific connections to other life cycles. Third grade teachers create cross curricular connections by reading both related fiction and nonfiction selections and recording observations. Our third grade also enjoys partnering with our local waste management to learn more about reusing and recycling as part of being a responsible citizen of Greenfield. Teachers regularly embed technology to explore concepts and make connections in all content areas. Assessment of learning concepts occurs when students can explain their thinking, recognize connections and draw deeper applications. The use of technology allows for students to connect learning, collaborate and create on a variety of related topics. Harris also participates in our district-wide k-3 Family STEM night each spring. At this event students and teachers join with their families to showcase learning and explore new, related tools, activities and technology in the world around us.

1e. Social studies/history/civic learning and engagement

Our social studies curriculum is another area where we take a cross-curricular approach to learning and embed the concepts of history, civic mindedness, and current events into our daily instruction. Scholastic Magazine has been a tool to guide our students in exploration and discourse about current events. This engaging resource excites students to learn more about the world around them. Offering a digital side along with the printed version, Scholastic offers up-to-date information to support many of the research projects that are naturally occurring throughout the day. In addition, our core curriculum for reading offers genre studies. These studies include topics for students to start exploring such as the theme of important Americans throughout the different grade levels. Another cross curricular approach to addressing social studies content occurs every November when Harris hosts a very popular Veterans Day Program. Our music department and classroom teachers collaborate on many connected activities that prepare students for understanding and participation in this important day. Every student has a role and participates through our general music class. While learning concepts such as tone and pitch, each student also learns about patriotism through the lyrical poetry of our nation's patriotic songs. Every student sings to our veterans as part of the performance. Our younger students explore themes such as heroes and patriotism and our older students study poetry, organize the names and service records of our local heroes, write about Veterans Day, and take an active role in speaking parts that honor our veterans. All of our students decorate or draw a symbol of patriotism and these are displayed around our school to honor our guests.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Greenfield-Central is often recognized and awarded for our strong fine arts programs, and Harris is proud of the well-rounded experience we are able to offer. Through our related arts program, students are encouraged to think creatively and critically and are able to explore the concepts of collaboration and teamwork in a supportive environment.

Art at Harris meets once a week for 30 minutes and focuses on the Visual Arts Standards. Through this class and connected learning in the core content areas, students learn about different art mediums and practice using them. Art is an opportunity to explore, express, and relate with color, texture, and shapes as they create. Work created by students is showcased to develop a sense of artistic appreciation. Families can view student work and offer feedback on a program called Artsonia. In the core classroom, teachers extend and reinforce related art concepts, including through the use of technology while exploring themes in units of instruction.

Music is definitely a favorite part of the Harris experience. Twice a week for 30 minutes, music students work on their fine and gross motor skills, explore pitch and tone, collaborate, perform and target high order thinking skills through vocal and instrumental opportunities. We use a curricular method called "First

Steps,” which is an 8 part musical workout. The premise of the method is that children at our developmental level learn best through repetition and familiarity. Each activity is repeated 4 or 5 times over the course of 12 classes, which the teacher tracks. In addition, students enjoy exploring the concepts of movement, rhythm, and steady beat using songs and instruments. Higher order skills such as critical thinking, interpreting, and analyzing are embedded into the musical experience. Our students enjoy performing for an audience in the classroom setting as well as through our annual spring performances which are interactive with families in grades K-3. Our third grade highlights their learning experiences at our school by putting on a thematic presentation that incorporates solo, ensemble and choral productions.

Students also participate in Physical Education twice a week for 30 minutes. During this time, our curriculum and community partnerships focus on reinforcing the concepts of regular physical activity, team work, sportsmanship, and making healthy choices. Each winter, our PE teacher integrates a program from the American Heart Association into the curriculum called Jump Ropes for Heart. This program engages students in regular physical activity, competition, civic learning and philanthropy. Not only do the students meet their learning targets and have fun, but they also raise money for the American Heart Association. Another great program we partner with through PE is a locally, community based physical and emotional health program called Elite Athletic Trend (EAT). EAT is organized by a locally based, former NFL player and uses local teen mentors to provide an engaging and interactive 6 week program for students focused on the values of physical activity, teamwork, and building healthy relationships with self, others and food.

Twice a week, students visit our library for 30 minutes. During this time students listen to read alouds, collaborate with each other to explore themes, and search for high interest books on topics of interest from a large selection of fiction and nonfiction. Our library assistant creates a warm, welcoming environment and works with students to promote a love of reading. Our district media specialist helps bring engaging activities and events to our school, including author visits and Family Night for Book Fair twice a year. Harris students may also participate in our Rocket Readers program which encourages the development of healthy habits for pleasure reading. Our students also enjoy when therapeutic dogs from Bentley’s Buddies visit the library and classrooms a few times a month so that students can spend time reading aloud to them.

As a 1:1 district, technology is rarely taught in isolation; instead, it is routinely embedded into curriculum as part of the rich, everyday experiences students encounter. To effectively implement technology as a tool in all disciplines for all types of learners, our staff has received ongoing training and support from Apple Trainers, school-based Leaders in Technology Education Specialists (LITES), and academic coaches. Each student and teacher has access to devices, implementation support and training, and related resources, like an Apple TV in all classrooms. Teachers use features and applications to enhance content instruction, provide opportunities for student creation, and foster idea expression and collaboration. Word processing and typing skills are delivered during choice time using an application called Keyboarding Without Tears.

3. Academic Supports:

3a. Students performing below grade level

Both English Language Arts and math provide research-based interventions to students who are currently not performing at grade level. Students are identified for each intervention based on NWEA scores, DIBELS assessment, classroom performance on unit assessments, and anecdotal notes from teacher observation during both whole group and small group interaction. Teachers collaborate each week during PLC to make these decisions so students can cross classrooms as needed for targeted instruction. In the area of reading, these programs include the Fountas and Pinnell Leveled Literacy Intervention which meets students at their current reading level. Students are then given direct, explicit instruction for 30 minutes daily where they are exposed to word work skills that need additional support along with reading comprehension appropriate for each child’s reading level. Allowing students access to text they can read is essential in the reading process. For students who still need support specifically in the area of phonics, Zoo Phonics is a program that gets students up and moving while matching letters and sounds and eventually blending words. Students in these groups are regularly progress monitored to assess growth and ensure that proper placement has been made. Number Worlds and Foundations are the two programs that are used in the area of Mathematics. Students are given placement tests to determine the level of programming needed

for the intervention. Mathematical proficient students use language and symbols precisely to explain solutions. These programs provide students with daily opportunities to communicate mathematical ideas and engage in high-order thinking.

Harris Elementary also offers qualifying students the opportunity to participate in Title I services. For literacy, the support service Title I provides is Orton Gillingham. This structure helps solidify many of the phonological needs students have at the primary level. As they master those skills, their spelling and reading continue to advance and students can work in the Scholastic Guided Reading Program where they receive direct instruction on their individual levels. In mathematics, students currently use Math U See as their support service. This program uses strategies based on number relationships and reasoning. The strategies taught in each lesson are reinforced with activities structured to promote student success.

3b. Students performing above grade level

During kindergarten and 2nd grade, students in our district are screened for high ability services using a three pronged pathway: the Cognitive Abilities Test (CogAT), NWEA percentile rank, and/or teacher recommendations using a Scales for Identifying Gifted Students (SIGS) score. High Ability programming then is automatically offered to students who meet the qualifications on one of the three pathways; however, our groupings are flexible and we work to target the exact needs of our students, so any student displaying evidence of a readiness for curriculum is given the opportunity with those groups.

Students who are performing above grade level at Harris Elementary receive enrichment throughout the day. These students may be involved with advanced book clubs during small group time within the core, participate in research and inquiry activities within the reading block, and are continually challenged in their thinking through daily questioning by the classroom teacher. Teachers also provide differentiated activities that extend students' thinking beyond the core through rich tasks and mathematical reasoning activities. In addition, identified students move to a high ability teacher for a portion of the day to receive advanced language and math skills. Students in these groups also work in teams to capture their thinking in teams, digitally, or through video to share what they have learned with others. In our third grade, our students who are high ability or who have shown a readiness for some advanced math concepts as discerned by the teacher, participate in a cluster group for math where they work on Noetic Learning Math with a highly qualified teacher to become more fluent in mathematical concepts and hone problem-solving skills.

3c. Special education

At Harris we meet the needs of a wide range of special education students. Most of our students are able to fully function in the general education environment with support from our resource and speech teachers. Our resource and speech teacher both deliver push in services for students, but they also develop specifically designed programs and deliver pullout services based on the individual needs of the students and the agreed upon Individualized Education Plan (IEP). Students receiving pullout services, typically go to our resource room and receive instruction using programs such as Number Worlds, Orton Gillingham, or Read Well in a small group setting of about 1-4 students. Progress monitoring data is recorded and shared quarterly with families of students. Our resource and speech teachers keep a close eye on students' progress and communicate regularly with the general education classroom teacher, other service teachers, our school psychologist, reading specialist, school counselor, principal, and the families. These students, with support and accommodations, take all Indiana standardized tests offered to their peers.

Harris is also proud to be home to the district's Functional Academics classroom. This classroom of typically 7 to 12 students serves learners in a highly specialized environment appropriate for student needs due to more significant and limiting disability areas. These students are served by a highly qualified teacher who, with support from several instructional assistants and therapists, deliver highly specialized lessons. These lessons focus on hands on learning; skills for school, self care, and the real world; speaking and listening skills and more. Many of the lessons are delivered in small group settings that are also flexible and students have access to a wide range of accessibility items for movement, communication, and therapy. When possible and appropriate, as determined by the IEP, these students, with proper support and monitoring, engage with typical peers in the general education programs and social situations, like lunch.

Typically the curriculum for these students is based off of the grade level appropriate Indiana State Standards and the Content Connectors. These students are typically exempt from most standardized testing, but do take the Indiana IAM with appropriate support and accommodations. They are a wonderful part of our school community.

3d. ELLs, if a special program or intervention is offered

At this time, Harris serves a very small number of students needing ELL services; however, we are prepared to meet the needs of these students in a more targeted way should the need increase. Student needing needing language support currently have access to individualized supports through the general education classroom and intervention opportunities. Our core curriculums and primary interventions offer supports to guide leveled instruction through resources designed to increase oral language, including academic and social language. The Fountas and Pinnell Leveled Literacy System helps teachers determine where explicit instruction and reteaching need to take place. Students who are English Language Learners are assessed yearly using a WIDA test to determine the students level of English proficiency and determine program placement and an Individualized Learning Plan. Ongoing formative and summative assessments continue to inform our teachers on progress. Harris also has identified and is training a teacher to manage both pull out and general education supports and interventions, as well as the Individualized Learning Plans, through a partnership with a neighboring school district. We also use online applications and digital tools to increase our communication with students to build background knowledge. We work to connect with and keep access open with the families of ELL students by providing translation services to help families have full access to important educational events at our school, including parent teacher conferences.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To engage our students, we first work to address basic needs such as food security, body health, and physical safety. Our program model ensures that students have access to learning about good self care and have their physical and emotional needs met. As part of this process, we bring in a local agency called Body Boundaries that helps students know how to keep their bodies safe and protected. Kindergarten students also enjoy a visit from a local dentist to learn about good oral hygiene habits and are screened for vision concerns. If parents need help, we have access to community agencies that assist us in meeting those needs. We also have a breakfast program available to all students, for some at a free or reduced rate, and our counselor works with teachers to identify students who may have food insecurity issues and provides them with access to our BackSacks program.

Another way we engage our students is to focus on their sense of belonging. We begin by having a school wide PBIS system with common language and expectations and we also target coping and regulation skills for all students. Teachers reinforce our PBIS system as part of classroom management plans in the following areas: positive thinking, acting responsibly, working together, and showing respect. Students are also recognized for exhibiting the traits of our monthly character quality initiative. Our school counselor delivers regular classroom lessons that focus on interpersonal relationships, personal hygiene, and self regulation skills. Throughout the day, our school counselor regularly meets with students for social skills groups and those needing extra support in self regulation and relationship building due more visible forms of trauma. We enjoy building in fun events such as dress up days for College and Career Week, weekly trivia, monthly character and author awards, and community events with our PTO. Our teachers are a visible presence during the school day and at community events in our school.

Academically, teachers at Harris start with the belief that students want to do well and are always striving to do their personal best. If a student is struggling or needs enrichment, we have a strong curriculum, intervention system and PLC process that teachers use to ensure that students have access to what they need to achieve their personal best. Classrooms are fun, connected spaces where confident learning takes place. We enjoy having classroom cadets, parent volunteers, and community volunteers in our classrooms as role models and resources. In a recent survey of Harris families, they expressed a strong feeling of confidence in the abilities of our teachers to provide instruction and support to our students.

2. Engaging Families and Community:

Harris has long been an important part of the Greenfield community, and the staff at Harris Elementary encourage and welcome family and community involvement. Our community partners and families are vital to our successes and these stakeholders enhance the learning experiences for our students financially, emotionally, and academically. Harris parents regularly volunteer in the classrooms and may create classroom materials, assist with learning stations, and provide remediation and enrichment opportunities under the guidance and direction of the classroom teacher. Parents also volunteer their time for school events such as musicals, field day, local field trips, Grandparents' Day, and kindergarten round-up.

Clear and consistent communication is an important way teachers encourage involvement of our stakeholders. Through the use of messaging apps, social media and email, Harris teachers send home weekly updates to parents. Teachers keep in regular contact with parents about academic progress and social emotional needs and include parents in solutions to concerns. Included in our regular communication 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 web pages, conferences, e-mail, voicemail, and telephone calls, which are best determined by the needs of our families. Report cards at Harris track mastery of standards and are distributed quarterly; however, using our data management system, PowerSchool, parents can create notifications to alert them at regular intervals that are appropriate for their families. If a teacher has a concern or celebration, they contact families immediately. Students receiving individualized instruction through Special Education or Title I receive

regular progress monitoring updates.

Several school and community organizations partner with us to improve the experiences of Harris students. Our Parent Teacher Organization (PTO) meets monthly to plan for community events and supports for students and teachers. The PTO gives each teacher a stipend to spend on classroom instructional resources each year, plans and executes fundraising events, sponsors costs of field trips, organizes the volunteer groups for events, hosts community events such as our spring carnival and holiday movie and game night, and helps us keep a pulse on the needs of our families.

Another strong community partner for resources and emotional encouragement is a church right across the street from our school. This community group regularly provides the school with additional supplies for students and teachers, a monthly breakfast cart, catered luncheons, and shares their space for instructional activities.

The United Way of Central Indiana partners with us to bring Harris students reading support through a program called Read Up. The Read Up program has provided a community connection with Harris students for many years. Selected students join community volunteers for one-on-one reading time three days a week. The volunteers are trained in questioning techniques and how to scaffold reading experiences for third grade students. Best of all, these students know they have partners within the community who care about them, support them, and encourage them to keep reaching reading goals!

3. Creating Professional Culture:

Teachers are an integral part of the Harris educational environment. We believe that teachers who feel successful and supported will make the most impact on student learning outcomes. Professional development is an ongoing process at Harris. Harris staff attend local, state, and national trainings to keep current in professional practice. For example, our staff participates in the Indiana Council of Teacher of Mathematics, and our math coaches recently received training by Jo Boaler at the Mindset Mathematics Conference hosted by Stanford University on strategies and mathematical mindsets. At the district and school level, teachers train on effective standards-based instruction, curriculum implementation, intervention best practices, PLC leadership, high ability initiatives, writing across the curriculum, social emotional learning (SEBL), and more.

Harris has three academic coaches that support reading, math, and technology. They are responsible for providing regular, extensive training on interventions to teachers and support staff. All three coaches regularly meet with teachers individually and as grade-levels teams to address specific areas of concern. They are available to co-teach, model instructional techniques, co plan, and give feedback using data driven and instructional best practice approaches. Having this personalized learning opportunity with professional feedback has been very beneficial in growing the capacity of our teachers to discern the needs of students and the correct instructional strategies to be used in the classroom.

By far the most important thing that we do for our students, ourselves, and our school culture each week is to come together and participate in the practice of PLC. This intentionally set aside time allows for teachers to examine the effects of their instruction on student learning outcomes and to plan for the needs of students that need both remediated and enriched. Harris teachers truly enjoy collaborating with each other, including taking time to see each other in professional practice. We also enjoy collaborating with other schools in our district. We share our academic coaches with a nearby elementary school; so, periodically, we come together with them to look at trends in data, share ideas, celebrate successes, and brainstorm solutions. We often find that we are facing common issues and having more strategies available helps us all be more confident in our craft.

4. School Leadership:

For many years the sign out front at Harris has been etched with the inscription: "Excellence in Education." All key leaders at our school uphold this model in personal and professional practice, including the principal, counselor, and teachers. The principal sees it as her task to maintain a warm and welcoming

environment and to make sure that the families of students at our school feel connected and valued. The principal is available and visible at lunch with students, makes regular visits to classrooms, attends all leadership meetings, case conferences, and community events. She strives to seek and value feedback; and, when possible, gain consensus of stakeholders in decision making. The principal is responsible to ensure that communication to staff and families is clear, concise, and timely in nature. As a leader in the community, she maintains positive relationships with stakeholders while promoting the mission and vision of the school and district. The principal of Harris models professional and ethical behavior and is an active member of the community who is seen as a community liaison for many important events and organizations, including the United Way and other agencies that serve our school and district. She also promotes staff emotional self care by encouraging a fun working environment through her leadership and support of the Harris Sunshine Committee who plan events and support for our staff socially and emotionally. The principal fosters a safe, fun learning environment for all staff and students by correcting disruptive behaviors and encouraging positive behavior traits. The principal of Harris ensures that teachers have the resources they need for quality instruction in the classroom. The principal values instructional time and prioritizes students learning, working to decrease any unnecessary disruptions. She strives to hire staff that are competent, compassionate, coachable, and collaborative and works to identify leaders for PLC, grade-level teams, the High Ability Committee, and the School Improvement Plan. Most importantly, the principal empowers teachers and support staff and ensures access to professional development that helps them meet the changing needs of our community.

As a member of the leadership team, our school counselor is responsible for partnering with support programs to ensure that the wellness of staff and students is a priority. She is responsible for encouraging and creating self-aware students who know the value of their body and their mind by making available strong programs like Body Boundaries, social skills groups, regular classroom lessons, and individual check ins. In addition, the counselor helps identify our families in need of services and ensure that they are connected to community agencies for support. The Harris counselor is both visible and available for student needs and supports the principal in the daily functions of the school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While it is hard to narrow down any one element of success, at Harris we would all agree that the one practice that impacts all areas of student learning and success is the practice of building positive relationships. Without the element of positive relationships, most of our programming would be limited in its effectiveness. Positive relationships with our community partners at the United Way, Read Up, Trinity Park UMC, Bentley's Buddies, Elite Athletic Trend, local agencies, community members, and more ensure that our students have access to mentors and resources.

Because of positive staff relationships, our systems and processes, like Professional Learning Communities, are highly effective. Our teams work well together and have a higher collective efficacy that believes we can positively impact student learning outcomes. When teachers and staff believe that they can make a difference, they are more willing to work together and hold each other accountable for those outcomes. Our teachers are not afraid of transparency because Harris is a safe place to take risks when discerning the needs of students. Because of relationships, our teachers are willing to observe other teachers during instruction, work with coaches, and learn new approaches for delivering instruction and integrating technology. Powerful relationships create open dialogue for deep, credible conversations with coaches, administration, and each other about teaching and learning and create an environment where any staff member is able to accept feedback and discern next steps.

Positive relationships are also the cornerstone of supporting and solving problems with families, tackling tough situations, and making academic gains. Our families know we listen, care, and will be their partner in helping their child succeed to his or her potential. Because of relationships, Harris community members enjoy a warm, safe environment for events sponsored by our PTO and other agencies.

In all that we do, we know that the most important relationship is with our students. We accomplish this by providing a fun, safe space for taking risks, learning, growing, and building friendships. Each day we start and end with the following: "You belong at Harris; we believe in you; you do great things here; and, everyday, you are loved at Harris!" Mother Teresa is quoted as once saying: "I can do things you cannot, you can do things I cannot; together we can do great things." Harris achieves great things because we don't work in isolation. We trust each other, support each other, and hold each other accountable. Positive relationship is the shared value that helps us achieve things that could not be achieved alone.