



## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Cassandra L. Watkins



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**Harrison Elementary School**  
**Cassandra Watkins**  
161 Bruce St  
Lexington, Kentucky, 40507  
United States of America

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Harrison Elementary is an inner city school located in downtown Lexington on the west side of Main Street. Our location is very unique and is within walking distance to local sites of interest, including Rupp Arena, the Opera House, the Lexington Children's Museum, and Triangle Park. Approximately 89 %of the total student population at Harrison is low socio-economic status and although, the number fluctuates, as many as 20% of our students are usually homeless (yet most will not apply McKinney-Vento status). Our student enrollment population is diverse: 55% African American, 19% White, 20% Hispanic and 6% Two or More Races. Our Special Education student population is 19% and 9% of our students are currently identified as homeless.

Our community partners provide monetary support, mentoring, tutoring and other essential resources for our students. Our partners include: Kiwanis International, University of Kentucky Mentors, Altrusa, Christ Church Cathedral, Christ United Church, Broadway Christian Church, Immanuel Baptist Church, and numerous others. We have worked to establish purposeful roles for each organization and many partnered in the development of our school's mission and vision statements.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Harrison Elementary School is to ensure all students achieve at high levels in a positive and safe environment within a collaborative community. The mission of The Promise Academy at Harrison Elementary School is to ensure that all students achieve at high levels in a positive and safe environment within a collaborative community.

The vision of The Promise Academy at Harrison Elementary School is to be a model school where:

- All students achieve at their highest level.
- Students, families, staff and community members partner to achieve student learning goals.
- All stakeholders take responsibility for a positive school environment.

- We have a school wide culture of high expectations.
- We have a community, respectful of all members.
- We have a professional learning community.
- We address the needs of the whole child.
- We secure and utilize state of the art technology to enhance instruction.
- We develop each student's gifts and talents.
- We have a comprehensive arts and humanities program to enhance student achievement across all con

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Harrison Elementary exited CSI status in 2018-19, after only one year of being identified CSI.

### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

TBD

### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our teachers and staff are committed to ensuring all students achieve at high levels and we are working to remove barriers to student learning and help families meet basic needs. We are grateful for the support of our community partners and look forward to academic and behavioral success for all students in 22-23.



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

**Harrison Elementary School**  
**Cassandra Watkins**  
161 Bruce St  
Lexington, Kentucky, 40507  
United States of America

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our Instructional Leadership Team meets once per month to analyze student academic data from common formative assessments, MAP data, district assessments, etc. to identify academic priority goals, objectives, strategies and activities to increase student achievement in reading, math, science, social studies and writing. The data was shared with the Advisory Leadership Team on 11/3/22. The Instructional Leadership Team met on 11/9/22 to analyze data and trends, priorities/concerns and strengths and leverages to create our CSIP and turnaround plan. Agendas are located in the ILT folder of the shared Google Drive.

#### **Review of Previous Plan**

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?



To increase reading proficiency scores, the previous year's CSIP focused on KCWP 2- Design and Deliver Instruction, with a specific focus on Professional Learning Communities and increasing teachers' capacity to analyze data to inform next steps for instruction. In addition, teachers received professional learning to ensure that formative assessment measures were occurring before, during and after learning. to increase math scores, the CSIP plan focused on KCWP 2: Design and Deliver Instruction. Professional learning focused on the implementation of high-yield instructional strategies to ensure teacher clarity and the intentional design of questioning to advance student learning.

Due to the fact that the state accountability system has changed from last year to this year, it is difficult to make comparisons with the data. Based upon the performance level of PLCs school-wide, it is not evident that the professional development provided last year was successful in building teacher capacity to facilitate PLCs effectively and analyze data to identify patterns, trends and strategies for re-teaching priority standards and skills.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Significant areas for improvement include:

Based on KSA data from 2022:

- 91% of fifth grade students were novice and/or apprentice in social studies.
- more than 50% of students scored novice in reading and math.
- 90% of students were novice and/or apprentice in Combined Writing.
- The percentage of office discipline referrals occurring in 1st-5th grade classrooms was 53.85%. This is slightly higher than the district average of 53.32%.
- Fifth grade has the highest percentage of office discipline referrals. Third grade was the second highest percentage was third grade.

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Based on MAP data from Fall 2022:

- 56% of all students were novice in reading.
- 59% of all students were novice in math.

**Priorities/Concerns**

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Based upon MAP scores from fall 2022:

- Only 10% of second grade students scored at or above the 50th percentile in reading.
- Only 29% of fifth graders scored at or above the 50th percentile in reading.
- Only 17% of second grade students scored at or above the 50th percentile in math.
- Only 26% of third grade students scored at or above the the 50th percentile in math.
- Only 24% of fourth grade students scored at or above the 50th percentile in math.
- Only 24% of fifth grade students scored at or above the 50th percentile in math.

**Strengths/Leverages**

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- 2022 Spring MAP Projected Proficiency
- Our Fall MAP Projected Proficiency sho

	Fall				
	Reading				
	N	A	P	D	N
2021/2022	66.3	21.3	11.3	1.3	72.8
2022/2023	41.7	33.3	22.2	2.8	41.1

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.








After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>Advisory Leadership Team Rolling Agenda</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Harrison Common Data Template</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Harrison CSIP 21-22</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Harrison Fall MAP Data 22-23</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>ILT Agenda 11-9-22</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>Key Elements Template 2022</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>KSA Data Release Powerpoint</p>		<ul style="list-style-type: none"> <li>•</li> </ul>
 <p>PBIS Tier 1 Report</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

# Harrison Elementary's Comprehensive School Improvement Plan 2022-2025

## Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

### State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

## Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

### State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

### State Assessment Results in Reading

- By 2025, *Harrison Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 16%.

### State Assessment Results in Math

- By 2025, *Harrison Elementary* will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 12%.

### State Assessment Results in Science

- By 2025, *Harrison Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 0%.

### State Assessment Results in Social studies

- By 2025, *Harrison Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 9%.

### State Assessment Results in Combined Writing

- By 2025, *Harrison Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is

9%.

#### Achievement Gap

- By 2025, *Harrison Elementary* will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

#### English Learner Progress

- By 2025, *Harrison Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

#### Quality of School Climate and Safety

- By 2025, *Harrison Elementary* will increase the quality of school climate and safety index to 90.3% as measured by KSA. Current level is 75.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Harrison Elementary</i> will increase P/D in Reading to 30%.	By 2024, <i>Harrison Elementary</i> will increase P/D in Reading to 44%.	By 2025, <i>Harrison Elementary</i> will increase P/D in Reading to 60%.
By 2023, <i>Harrison Elementary</i> will increase P/D in Math to 26%.	By 2024, <i>Harrison Elementary</i> will increase P/D in Math to 40%.	By 2025, <i>Harrison Elementary</i> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Harrison Elementary</i> will increase P/D in Science to 15%.	By 2024, <i>Harrison Elementary</i> will increase P/D in Science to 30%.	By 2025, <i>Harrison Elementary</i> will increase P/D in Science to 45%.

By 2023, <i>insert school name</i> will increase P/D in Social Studies to 25%.	By 2024, <i>Harrison Elementary</i> will increase P/D in Social Studies to 41%.	By 2025, <i>Harrison Elementary</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Harrison Elementary</i> will increase P/D in Combined Writing to 25%.	By 2024, <i>Harrison Elementary</i> will increase P/D in Combined Writing to 41%.	By 2025, <i>Harrison Elementary</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Harrison Elementary</i> will decrease Novice Reading</p> <ul style="list-style-type: none"> <li>● African American to 38%</li> <li>● English Learners to 27%</li> </ul> <p>By 2023, <i>Harrison Elementary</i> will decrease Novice Math</p> <ul style="list-style-type: none"> <li>● African American to 42%</li> <li>● English Learners to 30%</li> </ul> <p>By 2023, <i>Harrison Elementary</i> will decrease Novice Science</p> <ul style="list-style-type: none"> <li>● African American to 21%</li> <li>● English Learners to 22%</li> </ul> <p>By 2023, <i>Harrison Elementary</i> will decrease Novice Social Studies</p> <ul style="list-style-type: none"> <li>● African American to 41%</li> <li>● English Learners 40%</li> </ul> <p>By 2023, <i>Harrison Elementary</i> will decrease Novice Combined Writing</p> <ul style="list-style-type: none"> <li>● African American to 37%</li> <li>● English Learners to 22%</li> </ul>	<p>By 2024, <i>Harrison Elementary</i> will decrease Novice Reading</p> <ul style="list-style-type: none"> <li>● African American to 26%</li> <li>● English Learners to 21%</li> </ul> <p>By 2024, <i>Harrison Elementary</i> will decrease Novice Math</p> <ul style="list-style-type: none"> <li>● African American to 27%</li> <li>● English Learners to 22%</li> </ul> <p>By 2024, <i>Harrison Elementary</i> will decrease Novice Science</p> <ul style="list-style-type: none"> <li>● African American to 14%</li> <li>● English Learners to 15%</li> </ul> <p>By 2024, <i>Harrison Elementary</i> will decrease Novice Social Studies</p> <ul style="list-style-type: none"> <li>● African American to 32%</li> <li>● English Learners 31%</li> </ul> <p>By 2024, <i>Harrison Elementary</i> will decrease Novice Combined Writing</p> <ul style="list-style-type: none"> <li>● African American to 24%</li> <li>● English Learners to 15%</li> </ul>	<p>By 2025, <i>Harrison Elementary</i> will decrease Novice Reading</p> <ul style="list-style-type: none"> <li>● African American to &gt;15%</li> <li>● English Learners &gt;15%</li> </ul> <p>By 2025, <i>Harrison Elementary</i> will decrease Novice Math</p> <ul style="list-style-type: none"> <li>● African American to &gt;15%</li> <li>● English Learners &gt;15%</li> </ul> <p>By 2025, <i>Harrison Elementary</i> will decrease Novice Science</p> <ul style="list-style-type: none"> <li>● African American to &gt;10%</li> <li>● English Learners &gt;10%</li> </ul> <p>By 2025, <i>Harrison Elementary</i> will decrease Novice Social Studies</p> <ul style="list-style-type: none"> <li>● African American to &gt;23%</li> <li>● English Learners &gt;23%</li> </ul> <p>By 2025, <i>Harrison Elementary</i> will decrease Novice Combined Writing</p> <ul style="list-style-type: none"> <li>● African American to &gt;10%</li> <li>● English Learners to &gt;10%</li> </ul>



English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Harrison Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Harrison Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Harrison Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Comprehensive School and Improvement \(CSI\)](#)

**Year 1 Focus Areas- Pending Diagnostic Review IPs (DR scheduled 1/9/23-1/12/23)**

<p><b>Goal statement for Tier I Instruction:</b> To address Tier I student achievement issues, administrators and teachers are also working with a private education consultant and Education Recovery staff from the Kentucky Department of Education to refine our Professional Learning Community and backward planning processes for instruction on priority Kentucky Academic Standards. All teachers are receiving weekly coaching and support during Planning PLCs to ensure lesson plans are rigorously aligned to KAS standards and grade-level standards are taught building-wide. The backwards planning process is in the initiation stage of implementation and teachers are learning to deconstruct standards and create exemplars for each learning target and to create the assessment prior to teaching the content. PLCs are working to analyze student data and identify re-teaching strategies and supports.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Shared & Guided Reading planning and Instruction	KCWP 1: Design and Deploy standards	Backwards planning model, gradual release instructional framework. Fountas & Pinnell Interactive Read-Alouds (K-2)	CFAs, Unit Assessments, District CFAs	ESSER Funds
		Ready Common Core Reading (3-5)		ESSER Funds
	KCWP 2: Design and Deliver Instruction	The Next Steps Forward in Guided Reading (Jan Plan) Guided Reading Daily Jan Lesson Plan Format	Daily running records, monthly Text-Level Checks, MAP, District CFAs	n/a
		Reading Recovery  See attached Instructional Expectations and Resources document.	Marie Clay Assessments, Running Records	ESSER Funds

Math Whole/Small Group planning and Instruction	KCWP 1: Design and Deploy standards  KCWP 2: Design and Deliver Instruction	Backwards planning model, gradual release instructional framework. Teacher led small group rotations.  Math Investigations K-2  EnVision Math 3-5	CFAs, Unit Assessments, District CFAs, MAP Testing,	n/a
Science Planning and Instruction	KCWP 1: Design and Deploy standards  KCWP 2: Design and Deliver Instruction	Backwards planning model, gradual release instructional framework  Amplify Science K-5	CFAs, Unit Assessments, District CFAs	n/a
Social Studies planning and Instruction	KCWP 1: Design and Deploy standards  KCWP 2: Design and Deliver Instruction	Backwards planning model, gradual release instructional framework  My World Interactive	CFAs, Unit Assessments, District CFAs	n/a

**Progress Monitoring**

K-5 teachers are expected to give a common formative assessment every three weeks in reading, math, science and/or social studies. In addition, district assessments are administered in accordance with the FCPS Assessment calendar. Opportunities to respond are provided before, during and after instruction to assess student learning. Examples include: turn and talk, Kagan strategies, response journals, exit slips, group discussions, etc.

**30-60-90 Day Checks**

First Check: February 21, 2023

**Goal Statement for PLCs:** Professional Learning Communities meet multiple times weekly to ensure collegiality and collaboration among all stakeholders to develop and implement evidence-based strategies to increase student achievement. Teachers are provided with high-quality curriculum resources, training from our literacy team and district resource teachers, and consistent support from our administrative team to implement the PDSA process through PLC cycles.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Planning PLCs	<a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>  <a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Teachers will work in Planning PLCs to implement the Backwards Planning process. Teachers will identify priority standards, deconstruct standards, create learning targets/progressions, Unit assessments, daily formative assessments and Opportunities to Respond. Kagan strategies will be included in lessons as well as Culturally Responsive Teaching Practices.	Review of PLC minutes will show use of the Plan, Do, Study, Act process. Data will be studied to determine student mastery. The act phase will reflect adjustments to instruction based on data compiled on standards mastery trackers from common assessment platforms.	n/a
Data PLCs	<a href="#">Design, Align and Deliver Support Processes</a>	Teachers will work in Data PLCs to analyze student work/CFAs/Unit Assessments and daily formative assessments to identify themes/patterns, achievement gaps and any equity issues that present themselves. Teachers will plan strategies for re-teaching and enrichment. Name and Claim strategies will be implemented to address achievement gaps.	Data Analysis Protocol sheets, PLC Agenda minutes and Name and Claim forms will be used to monitor student performance.	n/a
Text- Level Checks	<a href="#">Design, Align and Deliver Support</a>	Teachers will meet monthly with the SBIS, Literacy Consultant, Literacy Team, Asst. Principal and Principal for a Text Level Check. This check uses Running Records data and other data sources to strategies	Running Records, MAP, FCPS District Assessments, Guided Reading anecdotal data	n/a

	<a href="#">Processes</a>	next steps for students who are not making adequate growth.		
<b><u>Progress Monitoring</u></b>				
<b><u>30-60-90 Day Checks:</u></b>				
First Check- February 21,2023				

**Goal Statement for Culture & Climate:** The Promise Academy at Harrison Elementary School is cultivating a culture of learning through a laser-focus on our school’s mission, vision and theory of action. Our school administration works diligently to create an environment where all stakeholders feel seen, heard, valued, respected and included in all aspects of the school. An unwavering commitment to student achievement is routinely and strategically communicated to all staff, students, parents and community partners through weekly newsletters, faculty meetings, in-person and email communications. All stakeholders' voices are sought in the activities, strategies and practices implemented at our school through the implementation of multiple committees, made up of administrators, teachers, paraeducators, parents, and community members.

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Caring School Communities	Social Emotional Learning time protected in the master schedule daily for 30 minutes first thing in the morning.	Class discussions, restorative circles, modeling PAWS expectations	n/a
<a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Amigos	Students in need of extra support and praise are assigned a staff member to be their “Champion”. This is based on the work of Rita Pierson, who believed every student needs their own special person to check in with them each day, cheer them on and be a consistent support in their lives.	Improved student participation in classroom discussions, fewer discipline referrals, improve communication with teachers and other students.	n/a
<a href="#">KCWP 6: Establishing</a>	UK Mentors	UK student mentors pick up students once weekly to take them to the UK Campus for	Improved student communication with	n/a

Learning Culture and Environment		science lab activities, book clubs, games and activities. They receive a snack before returning to Harrison.	teachers and peers, increased engagement in learning, decreased behavior problems	

**Progress Monitoring**

Students working in cooperative learning groups/teams to discuss appropriate behaviors and strategies to deal with emotions and challenges. Our SST team meets bi-monthly to discuss student behavior concerns and whether students struggling with behavior can be assigned an Amigo. SST Agendas reflect conversations about students with Amigo support.

**Goal Statement for Instructional Coaching & Feedback**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Coaching Cycles	<a href="#">KCWP 5: Design, Align and Deliver Support Processes</a>	Observation, coaching, co-teaching, modeling and feedback in structured coaching cycles to improve teaching quality and effectiveness	Observations, walkthroughs, evaluations	District funding ?
Observations	<a href="#">KCWP 5: Design, Align and Deliver Support Processes</a>	Observe instruction and provide teachers with multiple forms of feedback to improve instruction quality and close achievement gaps for students.	FCPS Walkthrough form, Observation Scripts (Get Better Faster)	

**Progress Monitoring**

**30-60-90 Day Checks**  
**First Check:** February 21, 2023

**Year 2 Focus Areas**

Goal Statement for MTSS				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

Goal Statement for MTSS				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

Goal Statement for MTSS				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

**Year 3 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				