



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools\_09262022\_16:47

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

## 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.  
Cassaundra L. Watkins



## 2022-23 Phase One: Executive Summary for Schools\_09262022\_16:45

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 Schools\_09262022\_16:57

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:

- Complete the [Key Elements Template](#).
- 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)
 Advisory Leadership Team Rolling Agenda		.
 Harrison Common Data Template		.
 Harrison CSIP 21-22		.
 Harrison Fall MAP Data 22-23		.
 ILT Agenda 11-9-22		.
 Key Elements Template 2022		.
 KSA Data Release Powerpoint		.
 PBIS Tier 1 Report		.



2022-23 Phase Two: School Assurances\_10312022\_14:09

2022-23 Phase Two: School Assurances

**Harrison Elementary School**

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## Table of Contents

2022-23 Phase Two: School Assurances	3
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## 2022-23 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes



☐ No

☐ N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

**Title I Schoolwide Programs**

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

**Title I Targeted Assistance School Programs**

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term



goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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# 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%.
<p>Achievement Gap</p> <ul style="list-style-type: none"> <li>By 2025, <i>Harrison Elementary</i> will decrease Novice in Reading and Math to &gt;15%; Science to &gt;21%; Social Studies to &gt;23%; Combined Writing to &gt;10% as measured by KSA.</li> </ul>
<p>English Learner Progress</p> <ul style="list-style-type: none"> <li>By 2025, <i>Harrison Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</li> </ul>
<p>Quality of School Climate and Safety</p> <ul style="list-style-type: none"> <li>By 2025, <i>Harrison Elementary</i> will increase the quality of school climate and safety index to 90.3% as measured by KSA. Current level is 75.3%.</li> </ul>

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)**

<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.				
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.		
<p style="text-align: center;"><b><u>Progress Monitoring</u></b></p> <p><b><u>30-60-90 Day Checks:</u></b></p> <p>First Check- February 21,2023</p>				

<p><b>Goal Statement for Culture &amp; Climate:</b> 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.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<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	
<p style="text-align: center;"><b>Progress Monitoring</b></p> <p>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.</p>				

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)	
<p style="text-align: center;"><b>Progress Monitoring</b></p> <p><b>30-60-90 Day Checks</b>  <b>First Check:</b> February 21, 2023</p>				

## Year 2 Focus Areas

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

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

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

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

### Year 3 Focus Areas

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

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



## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024\_09262022\_16:53

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

**Harrison Elementary School**  
**Cassandra Watkins**  
161 Bruce St  
Lexington, null, 40507

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**Table of Contents**

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... 3

## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

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.



2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Based upon our Needs Assessment, a Diagnostic Review from the Kentucky Department of Education and Cognia, and Spring MAP data, the top two focus areas of concern are:

Improvement Priority 1: Develop, implement, and monitor common expectations and practices for Tier I instruction that are aligned to grade-level standards and incorporate best practices to increase student achievement.

Improvement Priority 2: Develop, Implement, and monitor data-driven Tier I, II, and III instructional supports, within an MTSS system, that are based on students' individual needs and interests in order to maximize student outcomes.

Trend data:

2023 Winter MAP Data:

- 18% of 3rd grade students are projected to score proficient/distinguished in reading.
- 20% of 4th grade students are projected to score proficient/distinguished in reading.
- 20% of 5th grade students are projected to score proficient/distinguished in reading.
- 9% of 3rd grade students are projected to score proficient/distinguished in math.
- 11% of 4th grade students are projected to score proficient/distinguished in math.
- 9% of 5th grade students are projected to score proficient/distinguished in math.

Based upon Winter MAP data in math, the percentage of students scoring P/D in math is projected to decrease from 12% on the 2022 KSA to approximately 10% on the 2023 KSA. These projections require immediate professional development, coaching and instructional support be provided to teachers to increase their instructional capacity in the areas of reading and math.

2023 Spring MAP Data:

- 16% of students are projected to score proficient/distinguished in math on the Kentucky Summative Assessment.

- In reading, 26% of students are projected to score proficient/distinguished on the KSA.
- 50% of students in grades 3rd-5th are projected to score novice in math on the KSA.
- 51% of students in grades 3rd-5th are projected to score novice in reading on the KSA.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The top two focus areas, Tier I Instruction and the implementation of an MTSS system for Tiers I, II, and III relate to our CSIP goals because they are the improvement priorities identified by the KDE audit team when our school was identified as CSI for scoring in the bottom 5% of schools in the state of Kentucky in 2022. For the 2022-23 school year, we identified "3 Big Rocks", which were rigorous, engaging Tier I instruction, Professional Learning Communities, and Culture and Climate. Our administrative team identified the need for grade level Tier I instruction based upon KSA and MAP data from the Spring of 2022. The lack of Impact Survey data due to a lack of staff participation generated the need to improve school culture and climate.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

For focus area I, the specific objectives for professional development aligned to our school goals are: Backwards Planning Professional Development and the implementation of a coaching and feedback cycle. The short-term goal is to increase teacher capacity to plan rigorous, grade-level instruction aligned to the Kentucky Academic Standards. The long-term goal is the development and implementation of a common instructional framework for tier 1 instruction in all content areas. A second long-term goal includes increased teacher capacity to reduce the percentage of students scoring novice and an increase in proficient/distinguished students in reading and math on CFAs, district common assessments and MAP assessments three times per year.

The second objective for professional development is a two-year professional learning partnership with the Kentucky Center for Mathematics (KCM) to increase the capacity of classroom teachers in grades K-5 to implement mathematics instruction aligned to the KAS and scaffolded to ensure students learn in the progression of concrete, semi-concrete and abstract. Teachers will also receive math manipulatives and training materials to improve teaching in the area of mathematics aligned with the mathematical practices and KAS for math. In July 2023, Teachers will receive a two-day, 6 hour professional learning from a KCM trainer/professional coach. Throughout the 23-24 school year, teachers will receive

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monthly professional learning and coaching support to promote increased teacher capacity to teacher KAS for math.

The third objective for professional development is ongoing professional learning and coaching with Kagan Cooperative learning. In 2022-23, teachers received one 6-hour training, a Kagan textbook, and four follow-up coaching sessions with a Kagan trainer. All teachers received individual observations, coaching and feedback on specific Kagan structures implemented from the summer training. This training will continue at the school level as our curriculum coach, administrators and district resources teachers continue to model Kagan structures and provide feedback to teachers to improve implementation and impact on student achievement and engagement in learning.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended result is to build teacher capacity to have high expectations for student achievement through the consistent implementation of a backwards planning model for instruction and assessment. The ultimate goal is for teachers to take ownership for student success, or lack thereof, focusing on a growth mindset that through collaboration with teachers and coaches, intervention strategies can be implemented to improve student outcomes. Specific student outcomes include:

By May 2024, Harrison students in grades 3-5 will increase P/D in

- **Reading** to 44% and increase P/D in **Math** to 40%.
- **Science** to 30%, **Social Studies** to 41% and **Combined Writing** to 41%.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Grade-level teams will create and work in PLCs to analyze data from Common Formative Assessments at least once every three weeks. Teams will also administer district common assessments and a quarterly universal screener (MAP-fall, winter, spring) to identify areas of student growth and MTSS intervention needs. Teams will be expected to bring student work samples to calibrate rubrics and scoring to identify levels of student mastery of standards. Administrators will conduct walkthroughs on every teacher at least once every week. Walkthrough data will be analyzed monthly to identify next steps for individual teacher coaching cycles and new/on-going professional learning needs. The Instructional Leadership Team/

Turnaround Team, will analyze school-wide data quarterly to monitor the action steps identified in the school turnaround plan.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Indicators of success include:

By May 2024, Harrison students in grades 3-5 will increase P/D in

- **Reading** to 44% and increase P/D in **Math** to 40%.
- **Science** to 30%, **Social Studies** to 41% and **Combined Writing** to 41%.

By May 2024, Harrison students in grades 3-5 will decrease novice in:

- reading for African American students to 26% and English Learners to 21%.
- math for African American students to 27% and English Learners to 22%.
- science for African American students to 14% and English Learners to 15%.
- social studies for African American students to 32% and English Learners to 31%.
- combined writing for African American students to 24% and English Learners to 15%.

By May 2024, Harrison will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All certified teachers.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Tier I/Core instructional materials were purchased with Title I and ESSER funds in the 22-23 school year in the form of Fountas & Pinnell Interactive Read Alouds for grades K-2, and Ready Reading Common Core from Curriculum Associates. Teachers will received professional learning 2xmonthly to ensure implementation integrity of the backwards planning model, sing the evidence-based materials provided.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as

professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The Backwards Planning model professional development will be provided in-house by our new Curriculum and Instructional Coach, funded by our allotted Section 7 funds. In addition, our School-Based Instructional Coach will work with teachers to model high-yield instructional strategies during Tier I instruction to increase teacher capacity. The Curriculum coach will also model, assist teachers with lesson plan and assessment creation to ensure successful implementation of the backwards planning model.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The specific objectives for the professional development aligned to development, implementation and monitoring of data-driven Tier I, II and III instructional supports within an MTSS system include:

- Development and deployment of a clearly defined MTSS system based on FCPS the MTSS Guidance document.
- Development and deployment of a protocol and monitoring documentation tool for tiered intervention.
- Use of formative, interim, summative assessment results and universal data screener data to determine and respond to tiered intervention needs of students.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

By May 2024, Harrison students in grades 3-5 will increase P/D in

- **Reading** to 44% and increase P/D in **Math** to 40%.
- **Science** to 30%, **Social Studies** to 41% and **Combined Writing** to 41%.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Our MTSS Lead/math interventionist and literacy interventionists will work with grade-level teams in PLCs to analyze data from Common Formative Assessments at least once every three weeks. Teachers will also administer district common assessments and a quarterly universal screener (MAP-fall, winter, spring) to identify areas of student growth and MTSS intervention needs. Teams will be expected to bring student work samples to calibrate rubrics and scoring to identify levels of student mastery of standards. Administrators will attend MTSS meetings bi-monthly to ensure data trackers are being completed, data is analyzed and next steps are being implemented according to our tiered MTSS plan. The Administrative and Instructional Leadership Team/Turnaround Team, will analyze school-wide data quarterly to monitor the action steps to ensure our most at-risk students received interventions, are assessed at proper intervals, progress monitoring data is shared with the MTSS team and all stakeholders are involved in decisions regarding next steps for either MTSS tier progression and/or additional testing and supports.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Indicators of success include:

By May 2024, Harrison students in grades 3-5 will increase P/D in

- **Reading** to 44% and increase P/D in **Math** to 40%.
- **Science** to 30%, **Social Studies** to 41% and **Combined Writing** to 41%.

By May 2024, Harrison students in grades 3-5 will decrease novice in:

- reading for African American students to 26% and English Learners to 21%.
- math for African American students to 27% and English Learners to 22%.
- science for African American students to 14% and English Learners to 15%.
- social studies for African American students to 32% and English Learners to 31%.
- combined writing for African American students to 24% and English Learners to 15%.

By May 2024, Harrison will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All certified teachers.



5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

To address these priorities, we are using funding from our School Improvement Funds grant, allocated as a result of CSI status. The amount of this grant is \$106,381. These funds will be used to create a math interventionist position to assist teachers with the implementation of Tier I math instruction, and provide MTSS interventions for students in Tiers II and III. Professional learning from the Kentucky Center for Mathematics will begin in July 2023 and continue monthly throughout the 23-24 school year. Lastly, we will use funds from our Before and After School grant to purchase Do the Math, an evidence-based resource for math instruction.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The Kentucky Center for Mathematics will provide monthly coaching sessions for all certified teachers from August 2023 through April 2024. We will use our early release day (Wednesdays at 2:45-4:45) to provide professional development in math for 2-hours monthly. Our administrators, SBIS, district resource teachers and Curriculum and Instructional Coach will provide on-going coaching, modeling and support in coaching cycles to teachers as needed in all content areas. Our district MTSS lead will support our MTSS Lead to ensure all students are regularly monitored through our data tracking system to ensure appropriate interventions and supports are provided.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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