

Harrison Elementary School Comprehensive School Improvement Plan (CSIP) 2022-25

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

81% of incoming kindergarten students scored in the bottom 1% on Brigance, which indicates they are not ready for kindergarten. Only 7 of 36 students scored in the 70th percentile or above on Brigance indicating kindergarten readiness.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

IP #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.

IP #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 outcomes.

We will continue our partnership with the Kentucky Center for Mathematics, which provides year-long professional learning sessions with certified teachers, interventionists and coaches to ensure teachers understand multiple strategies to teach math that are aligned with KAS and are developmentally appropriate.

Needs Assessment Deltas:

- 5th grade scored lowest in measurement and data.
- 2nd- 54% of students scored in the bottom 20%tile or lower on the math MAP.
- 1st grade- 45% average in numbers and operation– room for growth.
- Many second graders took the test in less than 20 minutes.
- Students are not used to the MAP test not reading to them in the FALL.

- 46% of students scored in the 20%tile and below on 2nd grade MAP reading.
- Kinder- 62% were low-low average in reading foundational skills.
- Kinder- 58% of students scored low-low average in operations and algebraic thinking.
- 3rd grade- Geometry
- 4th grade- 64% score low-low average in operations and algebraic thinking.
- 4th grade- over 60% discord low-low average in vocabulary & informational text.
- 3rd grade- 67%scored in the 20%tile or below.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.4 Yellow	+12.4
State Assessment Results in science, social studies and writing	41.6 Yellow	+9
English Learner Progress	N/A (Suppressed) N<30	N/A (Suppressed) N<30
Quality of School Climate and Safety	67.3 Orange	-8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1 (State your reading and math goal.): By 2025, Harrison Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 29%. By 2025, Harrison Elementary will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 22.4%.</p> <p>Objective 1 By 2024, Harrison Elementary will increase P/D in Reading to 44%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>(IP 1 Tier 1 Instruction)</p> <p>Continuing use of PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (IP 1; EBP 1, 4)</p> <p>Use the backwards design planning process and PLCs to (IP 1; EBP 4):</p> <ul style="list-style-type: none"> ensure congruency is present between standards, learning targets, and assessment measures. plan strategically in the selection of high yield instructional strategy usage within lessons. (IP 1; EBP 6, 7) ensure curriculum planning is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <p>Continue a coaching and feedback cycle that includes planning, modeling, and observation structures to ensure high levels of teacher effectiveness and student achievement. (IP 1; EBP 2)</p> <p>Ensure ongoing professional learning in the area of best practice/high yield instructional strategies to aid in</p>	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving.</p> <p>Teacher data pieces (PLC documents, curriculum planning documents, and walkthrough data) will demonstrate professional expectations are being met.</p> <p>Coaching and feedback cycle will demonstrate continuous improvement goals are identified by teacher and there is a collaborative effort between coach and teacher to improve reflective practice and teacher efficacy.</p>	<p>IP 1 Weekly Data PLC (monitored by a member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol and agenda schedule analyze assessments <ul style="list-style-type: none"> common formative common summative diagnostics/screeners benchmarks text level checks <p>Planning documents (monitored by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol weekly schedule of common planning sessions <p>walkthrough/observations (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> instrument bi-weekly schedule <p>coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol schedule <ul style="list-style-type: none"> based on a cycle determined by planning and walkthrough data 	<ul style="list-style-type: none"> MTSS/Math Interventionist <ul style="list-style-type: none"> \$101,911 Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> \$6450

Goal 1 (State your reading and math goal.):
 By 2025, Harrison Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 29%.
 By 2025, Harrison Elementary will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 22.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By 2024, Harrison Elementary will increase P/D in Math to 40%.</p>		<p>curricular adjustments when students fail to meet mastery. (IP 1; EBP 3)</p> <p>Ensure:</p> <ul style="list-style-type: none"> academic and behavioral expectations are actively modeled and are an existing part of the school culture. create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCS to enhance and promote a culture of/for learning <p>Develop school culture supports, both academic and behavioral, to promote and support learning for all. (IP 1, EBP 8)</p> <p>IP 2 MTSS System) Continue to Implement and monitor:</p> <ul style="list-style-type: none"> a clearly defined MTSS (IP 2; EBP 5, 8) system with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks. a protocol and monitoring documentation tool for tiered intervention movement and considerations Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving. Data will be analyzed for tiered support.</p> <p>WIN data will be correlated to Tier 1 Instruction Data for instructional decisions.</p> <p>Students will progress through tiers with decreasing amounts of support needed.</p>	<p>IP2 MTSS Interventionist/support team meeting</p> <ul style="list-style-type: none"> protocol (include data analysis) schedule (based on a data analysis cycle) minutes <p>Daily WIN time</p> <ul style="list-style-type: none"> Protocol (include data analysis) schedule expectations monitored through observations and PLCs by a member of the administrative team: principal, assistant principal, coach, or interventionist) <p>MTSS, math, and literacy interventionist</p> <ul style="list-style-type: none"> protocol (including a 30-60-90 day plan for monitoring purposes) schedule of work with students and teachers provide professional learning <p>A bi-weekly observation and coaching/feedback structure, led by the interventionist, with specific feedback to support tiered and individualized instruction and monitored for effectiveness</p>	

Goal 1 (State your reading and math goal.):
 By 2025, Harrison Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 29%.
 By 2025, Harrison Elementary will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 22.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide professional learning that supports incorporating best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. (IP 2; EBP 3)			

2: State Assessment Results in Science, Social Studies and Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2 (State your science, social studies, and writing goal.): By 2025, Harrison Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%. By 2025, Harrison Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 17%. By 2025, Harrison Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 22%.</p> <p>Objective 1 By 2024, Harrison Elementary will increase P/D in Science to 30%.</p> <p>Objective 2 By 2024, Harrison Elementary will increase P/D in Social Studies to 41%.</p> <p>Objective 3 By 2024, Harrison Elementary will increase P/D in Combined Writing to 41%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>(IP 1 Tier 1 Instruction)</p> <p>Continuing use of PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (IP 1; EBP 1, 4)</p> <p>Use the backwards design planning process and PLCs to (IP 1; EBP 4):</p> <ul style="list-style-type: none"> ensure congruency is present between standards, learning targets, and assessment measures. plan strategically in the selection of high yield instructional strategy usage within lessons. (IP 1; EBP 6, 7) ensure curriculum planning is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <p>Continue a coaching and feedback cycle that includes planning, modeling, and observation structures to ensure high levels of teacher effectiveness and student achievement. (IP 1; EBP 2)</p> <p>Ensure ongoing professional learning in the area of best practice/high yield</p>	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving.</p> <p>Teacher data pieces (PLC documents, curriculum planning documents, and walkthrough data) will demonstrate professional expectations are being met.</p> <p>Coaching and feedback cycle will demonstrate continuous improvement goals are identified by teacher and there is a collaborative effort between coach and teacher to improve reflective practice and teacher efficacy.</p>	<p>Weekly Data PLC (monitored by a member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol and agenda schedule analyze assessments <ul style="list-style-type: none"> common formative common summative diagnostics/screeners benchmarks text level checks <p>Planning documents (monitored by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol weekly schedule of common planning sessions <p>walkthrough/observations (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> instrument bi-weekly schedule <p>coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist)</p> <ul style="list-style-type: none"> protocol schedule <ul style="list-style-type: none"> based on a cycle determined by planning and walkthrough data 	<ul style="list-style-type: none"> MTSS/Math Interventionist <ul style="list-style-type: none"> \$101,911 Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> \$6450

Goal 2 (State your science, social studies, and writing goal.):
 By 2025, Harrison Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.
 By 2025, Harrison Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 17%.
 By 2025, Harrison Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 22%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>instructional strategies to aid in curricular adjustments when students fail to meet mastery. (IP 1; EBP 3)</p> <p>Ensure:</p> <ul style="list-style-type: none"> academic and behavioral expectations are actively modeled and are an existing part of the school culture. create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCS to enhance and promote a culture of/for learning <p>Develop school culture supports, both academic and behavioral, to promote and support learning for all. (IP 1, EBP 8)</p> <p>IP 2 MTSS System) Continue to Implement and monitor:</p> <ul style="list-style-type: none"> a clearly defined MTSS (IP 2; EBP 5, 8) system with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks. a protocol and monitoring documentation tool for tiered intervention movement and considerations Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to 	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving. Data will be analyzed for tiered support.</p> <p>WIN data will be correlated to Tier 1 Instruction Data for instructional decisions.</p> <p>Students will progress through tiers with decreasing amount of supports needed.</p>	<p>IP2 MTSS Interventionist/support team meeting</p> <ul style="list-style-type: none"> protocol (include data analysis) schedule (based on a data analysis cycle) minutes <p>Daily WIN time</p> <ul style="list-style-type: none"> Protocol (include data analysis) schedule expectations monitored through observations and PLCs by a member of the administrative team: principal, assistant principal, coach, or interventionist) <p>MTSS, math, and literacy interventionist</p> <ul style="list-style-type: none"> protocol (including a 30-60-90 day plan for monitoring purposes) schedule of work with students and teachers provide professional learning <p>A bi-weekly observation and coaching/feedback structure, led by the interventionist, with specific feedback to support tiered and individualized instruction and monitored for effectiveness.</p>	

Goal 2 (State your science, social studies, and writing goal.):
 By 2025, Harrison Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.
 By 2025, Harrison Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 17%.
 By 2025, Harrison Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 22%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine tiered intervention needs. Provide professional learning that supports incorporating best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. (IP 2; EBP 3)			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, Harrison Elementary will decrease Novice Reading</p> <ul style="list-style-type: none"> ● African American to 26%. Current level is 43%. ● English Learners to 21% <p>Objective 2 By 2024, Harrison Elementary will decrease Novice Math</p> <ul style="list-style-type: none"> ● African American to 27%. Current level is 40%. ● English Learners to 22% <p>By 2024, Harrison Elementary will decrease Novice Science</p> <ul style="list-style-type: none"> ● African American to 14%. Current level is 22%. ● English Learners to 15% <p>By 2024, Harrison Elementary will decrease Novice Social Studies</p> <ul style="list-style-type: none"> ● African American to 32%. Current level is 79%. ● English Learners 31% <p>By 2024, Harrison Elementary will decrease Novice Combined Writing</p> <ul style="list-style-type: none"> ● African American to 24%. Current level is 29%. ● English Learners to 15% 	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>(IP 2 MTSS System) Implement and monitor:</p> <ul style="list-style-type: none"> ● a clearly defined MTSS (IP 2; EBP 5, 8) system with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks. ● a protocol and monitoring documentation tool for tiered intervention movement and considerations ● Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <p>Provide professional learning that supports incorporating best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. (IP 2; EBP 3)</p> <p>Ensure:</p> <ul style="list-style-type: none"> ● academic and behavioral expectations are actively 	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving. Data will be analyzed for tiered support.</p> <p>WIN data will be correlated to Tier 1 Instruction Data for instructional decisions.</p> <p>Students will progress through MTSS tiers with decreasing amounts of support needed.</p>	<p>IP2 MTSS Interventionist/support team meeting</p> <ul style="list-style-type: none"> ● protocol (include data analysis) ● schedule (based on a data analysis cycle) ● minutes <p>Daily WIN time</p> <ul style="list-style-type: none"> ● Protocol (include data analysis) ● schedule ● expectations ● monitored through observations and PLCs by a member of the administrative team: principal, assistant principal, coach, or interventionist) <p>MTSS, math, and literacy interventionist protocol (including a 30-60-90 day plan for monitoring purposes)</p> <ul style="list-style-type: none"> ● schedule of work with students and teachers ● provide professional learning <p>A bi-weekly observation and coaching/feedback structure, led by the interventionist, with specific feedback to support tiered and individualized instruction and monitored for effectiveness</p>	<ul style="list-style-type: none"> ● MTSS/Math Interventionist <ul style="list-style-type: none"> ○ \$101,911 ● Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> ○ \$6450 (see plan)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>modeled and are an existing part of the school culture.</p> <ul style="list-style-type: none"> • create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning <p>Develop school culture supports, both academic and behavioral, to promote and support learning for all. (IP 1, EBP 8)</p>			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Harrison Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2024, Harrison Elementary will increase 100% of EL students by at least 1.0 in their composite score as measured by ACCESS.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>(IP 1 Tier I Instruction and IP 2 MTSS)</p> <p>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized students needs to procure a unique match that will propel student achievement.</p> <ul style="list-style-type: none"> targeted vocabulary instruction during Tier I instruction and in push-in interventions from EL teacher. <p>Ensure:</p> <ul style="list-style-type: none"> academic and behavioral expectations are actively modeled and are an existing part of the school culture. create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCS to enhance and promote a culture of/for learning <p>Develop school culture supports, both academic and behavioral, to promote and support learning for all. (IP 1, EBP 8)</p>		<p>Monitored by a member of the administrative team: principal, assistant principal, coach, or interventionist. Teachers will include in:</p> <p>Data PLC</p> <ul style="list-style-type: none"> data points to measure growth identify targeted strategies <p>Conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist:</p> <p>Walkthrough/observations</p> <ul style="list-style-type: none"> include 'look fors' for targeted strategies and instruction 	<ul style="list-style-type: none"> MTSS/Math Interventionist <ul style="list-style-type: none"> \$101,911 Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> \$6450

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Harrison Elementary will increase the quality of school climate and safety index to 90.3% as measured by KSA. Current level is 67.3%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Harrison Elementary will increase the quality of school climate and safety index to 80.3% as measured by KSA. Current level is 67.3%	<u>KCWP 2: Design and Deliver Instruction</u>	Implementation of 1:1 mentoring program (Amigos)for students to receive daily support.	Increased student sense of belonging and 13% increase on KSA May 2024 QSCS % of students who feel our school is safe and welcoming. Increase in student attendance rate, as compared to the same period last year.	Weekly monitoring of student daily attendance and recognition celebrations by class and school-wide.	\$0
		Increase levels of student engagement during Tier I instruction and inclusion of culturally responsive teaching strategies.	Increased student engagement in classwork, group work and increased proficiency on district common assessments, MAP assessments fall, winter and spring and increased NSGRA levels in reading.	Daily walkthroughs to monitor Tier I, Tier II & Tier III instruction, WIN time,	\$0
	<u>KCWP 5: Design, Align and Deliver Support Processes</u>	Implementation of After-School clubs (Mission PAWSible) to provide students with passion projects/activities outside of school to increase student engagement and desire to come to school each day.	Increased student sense of belonging and 13% increase on KSA May 2024 QSCS % of students who feel our school is safe and welcoming. Increase in student attendance rate, as compared to the same period last year.	Weekly monitoring of student participation rates (currently average 70 of 77 students participating weekly).	KDE Before and After-School Grant \$86,619
		Continue to implement our school-wide PBIS plan to re-teach strategies for success (PAWS)	Decrease in EOS behavior referrals, suspensions.	Use of Infinite Campus ROIS Suite to monitor student behavior referrals. SST meetings Bi-Weekly to disaggregate data and plan for supports. MTSS meetings bi-monthly to identify students who need	\$0

Goal 5 (State your climate and safety goal.): By 2025, Harrison Elementary will increase the quality of school climate and safety index to 90.3% as measured by KSA. Current level is 67.3%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				additional support for behavioral challenges to help them focus on academic learning and growth.	
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p> <p>Dr. Cassaundra Watkins-Principal, Juaacklynn Cunningham-Assistant Principal, Jennifer Hutchison-Chief School Leadership Officer, Amanda Terry-School Based Instructional Specialist, Jed Keys-Guidance Counselor, Heather Sapp-Goodin- Literacy Interventionist, Anna Kelly- Kindergarten Teacher, Kim Noreikis- 1st grade Teacher, Janet Loos- 2nd Grade Teacher, Olivia Sutphinl- 3rd Grade Teacher, Asia Mitchell- 4th Grade Teacher, David Laborda- 5th Grade Teacher, Beverly McDonald - Special Education Teacher, Charlotte Jones-Educational Recovery Specialist, James Carrier-Educational Recovery Leader.</p> <p>The ILT will progress monitor the Turnaround Plan monthly during committee meetings.</p> <p>To this point this is the timeline that we have followed: Feb 10- Dr. Watkins received report from KDE, ADMIN Team Reviews Report after delivery Feb 13-Admin/Coaching Team meets to Debrief Report February 22-ILT Meets for Turnaround Planning session with ER team from KDE February 28-ADMIN and ERs meet to discuss Turnaround Plan writing and funding ideas March 8-ADMIN, Coaches, And ERS meet with KCM to discuss partnership March 8, 2023 - ILT/Turnaround Team Meeting March 10-ADMIN meeting Look at updated Turnaround Plan, feedback revisions March 13-ADMIN, Coaches, and ERs meet with Solution Tree to discuss partnership, Plan SIF March 14- ADMIN, Coaches, ERs continue SIF Planning March 15, 2023 - ILT/Turnaround Team Meeting-Discussion of Turnaround Plan, and SIF</p> <p>This is a link to a document that has artifacts from our turnaround work process.</p>

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Our Administration, Instructional Leadership, and Turnaround Teams met to complete a Needs Assessment for the completion of our Comprehensive School Improvement Plan. We utilized universal screener data (MAP), NSFGR, KSA data to identify areas of underperformance. Both teams identified reading, math, science, social studies, language mechanics, and on-demand writing as content areas of underperformance.

Following our KDE Diagnostic Review in January 2023, our Improvement Priorities included a need to focus on Tier I instruction in all content areas and MTSS. To support ELA instruction at Harrison, in 2022-2023, Harrison had three literacy interventionists and a literacy consultant, but no math interventionist or consultant. In addition, we received continuous support from two literacy specialists provided by the district. Conversely, we only received part-time support from a district curriculum coach provided by the district. This resource inequity led us to the decision to add a math interventionist to help respond to our school improvement priorities, which focus on Tier I instruction and an MTSS system to focus on Tier I, Tier II and Tier III instruction.

A further review of curriculum and resources to support Tier I Instruction in ELA, resulted in the determination of a lack of high-quality instructional resources and curriculum available to teachers and students. In 2022-23, we utilized ESSER and Title I funds purchased Ready Common Core Reading for grades 3rd-5th, Storyworks and Science/Social Studies Weekly and Fountas & Pinnell Interactive Read Alouds for K-2 Shared Reading to ensure student access to quality texts and instructional rigor in reading. For social studies, we purchased the DBQ-Document Based Questions resource to support rigorous instruction and critical thinking in writing.

Our school Turnaround Team met three times to identify root causes and respond to a lack of rigorous Tier I instruction and assessment. From these meetings, we identified the need for professional learning to improve the functionality of our professional learning communities to improve teachers' ability to implement the backwards planning model for priority KSA instruction and assessment. This support will be provided in-house by our instructional coaches and administrators. Our next steps include a 2-year partnership with the Kentucky Center for Mathematics (KCM) that will provide professional learning in math two 6-hour professional learning days in the summer of 2023, and 9 monthly 2-hour professional learning sessions throughout 2023-2024. Teachers also receive high-quality math resources to support their professional learning and to use for instructional purposes with students.

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Initiate and Implement Professional Learning Communities	https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/9762/CIA_PLC_Research_Article.pdf	<input checked="" type="checkbox"/>
Coaching and Feedback	<p>Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588.</p> <p>Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzelske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<input type="checkbox"/>
Professional Learning	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	<input type="checkbox"/>
Teacher Clarity	<p>Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109</p> <p>Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i>. 1. 16013. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</p>	<input type="checkbox"/>
Multi-Tiered System of Support	Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools Fuchs, L. S., Bucka, N., Clarke, B., Dougherty, B., Jordan, N. C., Karp, K. S., Woodward, J., Jayanthi, M., Gersten, R., Newman-Gonchar, R., Schumacher, R., Haymond, K., Lyskawa, J., Keating, B., & Morgan, S. (2021, February 28). <i>Assisting students struggling with mathematics: Intervention in the elementary grades. Educator's Practice Guide. WWC 2021006</i> . What Works Clearinghouse. Retrieved March 1, 2023, from https://eric.ed.gov/?id=ED611018	<input type="checkbox"/>
Kagan Strategies	Mourning, E. (2014). Kagan Cooperative Learning Model and Mathematical Achievement of Economically Disadvantaged Middle School Students (Doctoral dissertation, Walden University) [Abstract].	
Instructional Strategies that Work (Marzano)	ED543521 - Classroom Instruction That Works. Second Edition: Research Report. Mid-continent Research for Education and Learning (McREL), 2010-Nov-30	
Interventionist	Dietrichson, Bog, Filges, Jorgensen. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87). 243-282.	



2023-2024 Phase One: Executive Summary for
Schools_09202023_09:08

2023-2024 Phase One: Executive Summary for Schools

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

2023-2024 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 located in the heart of 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 94% 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. Our student enrollment population is diverse: 55% African American, 20% White, 20% Hispanic and 5% Two or More Races. Our Special Education student population is 20% and 10% 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: The Kiwanis Club of Lexington, 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our community partners provide monetary support, mentoring, tutoring and other essential resources for our students. Our partners include: The Kiwanis Club of Lexington, 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, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Vision: The Promise Academy at Harrison Elementary School is committed to providing an inclusive learning environment that is positive, safe, and engaging, ensuring all students achieve at their highest levels.

3 Big Rocks: Differentiated Tier I Instruction, Professional Learning Communities & MTSS Implementation/Monitoring

CSI Improvement Priorities:

IP #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.

IP#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.

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 has implemented ten after-school clubs in 23-24 to provide students with opportunities to participate in enrichment activities outside of the academic school day. Our clubs are held on Tuesdays after school, and snacks and transportation are provided for students. Our clubs are called Mission PAWSible, and include: Archery, African American Ballet Troupe, Visual Art, STLP, Lexington Philharmonic Music Lab, Lexington Children's Theater, Basketball, Cheerleading, Girls on the Run, Girls Who Lead and Girl Scouts. We are currently working to exit CSI status, as identified by the Kentucky Department of Education, as a result of scoring in the bottom 5% of elementary schools in the state of Kentucky. We are addressing our Improvement Priorities and implement the PDSA continuous improvement growth model.

Additional Information

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

N/A



2023-2024 Phase Two: The Needs Assessment for
Schools_09202023_09:10

2023-2024 Phase Two: The Needs Assessment for Schools

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

2023-24 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 ADAM 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 9/27/23. The Instructional Leadership Team met on 10/18/23 to analyze data and trends, including the SPMR, 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?

Our three-year turnaround plan focused on our improvement priorities identified in our Diagnostic Review in January of 2023.

IP #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.

IP #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 outcomes.

To accomplish these goals, we have hired a curriculum and instructional coach to provide instructional coaching and feedback to teachers, as well as facilitate our professional learning communities until our grade level teams have acquired the ability to facilitate data analysis conversations and the backwards planning process.

In addition, we have hired a math interventionist and created an MTSS system to provide Tier I, Tier II and Tier III interventions for all students. Dedicated time has been allocated in the master schedule for both push-in and progress monitoring to inform MTSS Data Team meetings that determine students' movement between the three tiers.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Pluses:

- 5th highest in Number and Operations2nd- nearly 40% average in Op/Alg thinking2nd- most students spent over 20 minutes taking the test.
- Kinder- over 50% scored average or above. (34% average, 17% high average, 7% high)
- 1st grade- 16 students on or above grade level for math5th highest in literature and vocab
- 2nd- vocab 21% of students were average.
- Kinder- Vocabulary Acquisition & Standard English and Composition were a strength in reading Growth Math and Reading - all grades grew from Fall 22-23.

- 1st grade reading- 58% high/high avg in literature and informational texts 1st grade- Mean RIT 157.8 > District Mean RIT 157.5.
- Almost half of 3rd graders were 40% or higher on Reading MAP.
- Our 3rd grade Mean RIT is higher than the district Mean RIT in math Kinder- 83% scored average-hi in measurement and data.
- 4th Grade- 48% scored average-hi in geometry.
- 3rd grade vocab- 38% was above the 40%tile.
- 4th Grade- 48% score average-hi in Literature.

Deltas:

- 5th lowest in measurement and data.
- 2nd- 54% of students scored in the bottom 20%tile or lower on the math MAP.
- 1st grade- 45% average in numbers and operation- room for growth.
- Many second graders took the test in less than 20 minutes.
- Students are not used to the MAP test not reading to them in the FALL.
- 46% of students scored in the 20%tile and below on 2nd grade MAP reading.
- Kinder- 62% were low-low average in reading foundational skills.
- Kinder- 58% of students scored low-low average in operations and algebraic thinking.
- 3rd grade- Geometry
- 4th grade- 64% score low-low average in operations and algebraic thinking.
- 4th grade- over 60% discord low-low average in vocabulary & informational text.
- 3rd grade- 67%scored in the 20%tile or below.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
See SPMR and Upbeat Survey data Attached Below.

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.

81% of incoming kindergarten students scored in the bottom 1% on Brigance, which indicates they are not ready for kindergarten. Only 7 of 36 students scored in the 70th percentile or above on Brigance indicating kindergarten readiness.

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.

See SPMR Data Analysis attached Below.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

ATTACHMENTS

Attachment Name



SPMR October 2023



Upbeat Survey Data

8. 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 District Improvement Plan (CSIP) diagnostic and template.

IP #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.

IP #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 outcomes.

We will continue our partnership with the Kentucky Center for Mathematics, which provides year-long professional learning sessions with certified teachers, interventionists and coaches to ensure teachers understand multiple strategies to teach math that are aligned with KAS and are developmentally appropriate.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Harrison Elementary Turnaround Plan 2022-23- 2024-25		•
 SPMR October 2023		• 7
 Upbeat Survey Data	Culture and Climate Staff Perception Survey.	• 7



2023-2024 Phase Two: School Assurances_10182023_08:51

2023-2024 Phase Two: School Assurances

Harrison Elementary School

Cassandra Watkins

161 Bruce St

Lexington, Kentucky, 40507

United States of America

2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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



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, Kentucky, 40507
United States of America

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

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