

Comprehensive School Improvement Plan (CSIP)

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.

Only 6.45% of 5th grade students scored proficient/distinguished in On-Demand Writing on the 23-24 KSA.

Only 18.55% of students in grades 3-5 scored proficient/distinguished in math on the 23-24 KSA.

Only 12.5% of students in 5th grade scored proficient/distinguished in social studies on the 23-24 KSA.

Only 3.3% of students in 4th grade scored proficient/distinguished in science on the 23-24 KSA.

Only 23% of kindergarten students scored in the 70th percentile or above on fall 2024 Brigance assessment indicating kindergarten readiness. 77% of our kindergarten students are not ready for kindergarten and will already have gaps to close prior to learning kindergarten standards/content.

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.

FCPS adopted new curriculums for Tier 1 reading and math this year - Benchmark Reading and I ready Math. We will continue to provide teachers with professional learning using these new programs to ensure fidelity implementation while focusing on teaching the KSA standards.

All teachers are expected to implement best practices and Marzano's high leverage teaching practices into every lesson. Additionally, student engagement is an area of focus- to ensure students are actively practicing Kagan Strategies and constructing meaning through conversation and productive struggle.

We are utilizing the FCPS district assessments included in Benchmark and I ready, as well as creating formative assessments in Collaborative Planning meetings to determine focus- areas for individual students and classes. We just purchased My Path diagnostic and universal screener for iReady, which provides intervention lessons for students prior to the teaching of the next unit to promote scaffolding and access to grade level standards for all students.

Teachers and curriculum coaches meet each week for data PLCs to analyze assessment data and plan for reteaches with new strategies and interventions.

We use a school-wide lesson plan protocol based upon the gradual release (I do-we do-you do) along with a backwards planning model to ensure all students receive a guaranteed and viable curriculum.

Culture and climate in the classroom is a top priority, with uninterrupted blocks for whole and small group reading and tier 2 intervention times to focus on individual students' needs based upon CFA, CUA and universal screener data in reading and math.

Indicator Scores

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

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	
Schools should determine short-term objectives to be attained by the end of the current academic year.	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	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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	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	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	
Indicator				Status	Change	
State Assessment Results in reading and mathematics				32.9	Orange	-20.5
State Assessment Results in science, social studies and writing				32.5	Orange	-9.1
English Learner Progress				N/A	(Suppressed) N<30	N/A (Suppressed) N<30
Quality of School Climate and Safety				77.3	Green	+10
Postsecondary Readiness (high schools and districts only)				N/A		N/A
Graduation Rate (high schools and districts only)				N/A		N/A
Objectives should address state assessments and there			for both staff and students.		to be reviewed, specific	

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
can be multiple objectives for each goal.	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>).			timelines, and responsible individuals.	your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

By May 2025, Harrison Elementary will increase Reading proficient and distinguished level to 36% as measured by KSA. Current level is 21%.

By May 2025, Harrison Elementary will increase Math proficient and distinguished level to 34% as measured by KSA. Current level is 19%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, Harrison Elementary will increase P/D in Reading to 36%.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p><u>KCWP 5: Design, Align and Deliver Support Processes</u></p>	<p>Implementation of FCPS Unit frameworks using the district provided HQIR (Benchmark Reading) 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. Use the backwards design planning process and PLCs to:</p> <ul style="list-style-type: none"> ensure congruence is present between standards, learning targets, and assessment measures. plan strategically in the selection of high yield instructional strategy usage within lessons. 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. Ensure ongoing professional learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</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.</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>Student data pieces (formative, summative, benchmark assessments</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 <p>MTSS Interventionist/support team meeting</p> <ul style="list-style-type: none"> protocol (include data analysis) 	<p>Benchmark Reading-\$0 (Provided by FCPS district)</p>

Goal 1 (State your reading and math goal.):

By May 2025, Harrison Elementary will increase Reading proficient and distinguished level to 36% as measured by KSA. Current level is 21%.

By May 2025, Harrison Elementary will increase Math proficient and distinguished level to 34% as measured by KSA. Current level is 19%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By May 2025, Harrison Elementary will increase P/D in Math to 33%.</p>		<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.</p> <p>MTSS System: Continue to Implement and monitor:</p> <ul style="list-style-type: none"> a clearly defined MTSS 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.</p>	<p>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>	<ul style="list-style-type: none"> 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 with specific feedback to support tiered and individualized instruction and monitored for effectiveness</p>	<ul style="list-style-type: none"> I-Ready Math K-5 Curriculum - \$0 (provided by FCPS District) I-Ready My Path Tiered Intervention System - \$9,620 Math Achievement Fund (MAF) Grant from KDE- Full-time math coach position - \$0 Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> \$3,000

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

Goal 2 (State your science, social studies, and writing goal.):

By May 2025, Harrison Elementary will increase Science proficient and distinguished level to 22% as measured by KSA. Current level is 7%.

By May 2025, Harrison Elementary will increase Social Studies proficient and distinguished level to 28% as measured by KSA. Current level is 13%.

By May 2025, Harrison Elementary will increase Combined Writing proficient and distinguished level to 21% as measured by KSA. Current level is 6%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, Harrison Elementary will increase P/D in Science to 22%.</p> <p>Objective 2 By May 2025, Harrison Elementary will increase P/D in Social Studies to 28%.</p> <p>Objective 3 By May 2025, Harrison Elementary will increase P/D in Combined Writing to 21%.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p><u>KCWP 5: Design, Align and Deliver Support Processes</u></p>	<p>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.</p> <p>Use the backwards design planning process and PLCs to:</p> <ul style="list-style-type: none"> • ensure congruence is present between standards, learning targets, and assessment measures. • plan strategically in the selection of high yield instructional strategy usage within lessons. • 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.</p> <p>Ensure ongoing professional learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Ensure:</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 <p>MTSS Interventionist/support team meeting</p>	

Goal 2 (State your science, social studies, and writing goal.):

By May 2025, Harrison Elementary will increase Science proficient and distinguished level to 22% as measured by KSA. Current level is 7%.

By May 2025, Harrison Elementary will increase Social Studies proficient and distinguished level to 28% as measured by KSA. Current level is 13%.

By May 2025, Harrison Elementary will increase Combined Writing proficient and distinguished level to 21% as measured by KSA. Current level is 6%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<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.</p> <p>MTSS System) Continue to Implement and monitor:</p> <ul style="list-style-type: none"> a clearly defined MTSS 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.</p>	<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 the amount of supports needed.</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>	

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 May 2025, 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 May 2025, 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 May 2025, 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 May 2025, 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 May 2025, 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><u>KCWP 1: Design and Deploy Standards</u></p> <p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p><u>KCWP 5: Design, Align and Deliver Support Processes</u></p>	<p>MTSS System Implement and monitor:</p> <ul style="list-style-type: none"> • a clearly defined MTSS 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.</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 	<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>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>	<ul style="list-style-type: none"> • I-Ready Math K-5 Curriculum - \$0 (provided by FCPS District) • I-Ready My Path Tiered Intervention System - \$9,620 • Math Achievement Fund (MAF) Grant from KDE- Full-time math coach position - \$0 • Kentucky Center for Mathematics (KCM) partnership for professional learning <ul style="list-style-type: none"> ◦ \$3,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		participation in PLCs to enhance and promote a culture of/for learning Develop school culture supports, both academic and behavioral, to promote and support learning for all.			

4: English Learner Progress

Goal 4 (State your English Learner goal.):

By May 2025, Harrison Elementary will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2025, Harrison Elementary will increase 80% of EL students by at least 1.0 in their composite score as measured by ACCESS.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p><u>KCWP 5: Design, Align and Deliver Support Processes</u></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.</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 <p>Planning Documents</p> <ul style="list-style-type: none"> 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"> Math Interventionist <ul style="list-style-type: none"> \$1 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 May 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 May 2025, Harrison Elementary will increase the quality of school climate and safety index to 82.3% as measured by KSA. Current level is 77.3%	<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 5% increase on KSA May 2025 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 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.	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 additional support for behavioral challenges to help them focus on academic learning and growth.	\$0

Goal 5 (State your climate and safety goal.):

By May 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 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:

Components of Turnaround Leadership Development and Support:

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:

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:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

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:

Targeted Subgroups and Evidence-Based Interventions:

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:

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.

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 Manzeske, 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. 10.1038/npjscilearn.2016.13. 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.	



2024-2025 Phase One: Executive Summary for
Schools_09252024_10:09

2024-2025 Phase One: Executive Summary for Schools

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

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2024-2025 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?

The Promise Academy at Harrison Elementary School is located at 161 Bruce Street in the historic Northside neighborhood of downtown Lexington. Northside is Lexington's oldest neighborhood, known for its historic architecture and cultural history. The school is located just a few blocks from Rupp Arena and The Transylvania University campus. Our current enrollment is 210 students, but our student population has increased over the past two years from 179 students in the 22-23 school year. Our student demographics include 54% African American, 20% Hispanic, 16% White, and 10% 2 or More Races. Harrison is a Title I school; 90% of our students are economically disadvantaged, compared to 57% for all FCPS students.

Over the last ten years, the population of Black students has remained stable; the percentage of white students decreased from 21.6% to 15.7%; the percentage of Hispanic students increased by 8.7 percentage points, from 13.4% to 22.1%. The demographic distribution of students starkly contrasts FCPS as a whole and nearby elementary schools.

The residence area is demographically polarized. It is characterized by some of the most expensive and historic homes in Lexington, and some of the most notorious public housing developments in the state. Most Harrison students live in government-subsidized homes on the outer blocks of downtown. They are isolated from the diversity of the community at home and school.

Although surrounded by buildings and institutions that symbolize wealth and power in Lexington, such as the Transylvania University campus and the newly renovated Rupp Arena, most Harrison students have little access to these institutions. These challenges manifest in many ways, including low academic achievement.

In 2022, Harrison's state accountability data on the Kentucky Summative Assessment resulted in Harrison being designated as a Comprehensive Support and Improvement (CSI) school by the Kentucky Department of Education. Harrison exited CSI status in 2023 by improving its KSA accountability scores significantly to exit the bottom 5% of all elementary schools in the state of Kentucky.

School Stakeholders

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

Harrison ES Committees 24-25

Family & Community Engagement Committee (FACE)/Advisory Leadership Team

The purpose of this committee is to promote family voice, engagement and success for each and every student. This team includes teachers, administrators, school support staff, family members and community partners all working together to build relationships with our school families and the community. This team will meet monthly on one Wednesday of each month). The Advisory Leadership Team serves in an advisory capacity to the principal and is focused on increasing student achievement and school-wide continuous improvement.

Sunshine & Social Committee (SSC):

The purpose of this team is to support teachers and staff monthly through themed gatherings and celebrations of personal and career milestones. This team is also responsible for providing a ray of sunshine to staff members dealing with challenging circumstances to promote overall wellness. The team one Wednesday per month during committees. Meeting agendas will be uploaded in the Google drive.

Positive Behavioral Interventions and Supports (PBIS):

The PBIS committee is focused on school-wide systems and practices that support students and staff. All staff members play a role in the positive culture and climate of the school. A high-functioning PBIS committee helps to ensure evidence-based, tiered supports are implemented to promote students' behavioral, academic, social, emotional and mental health. This team meets one Wednesday per month during committees.

Instructional Leadership Team (ILT):

The purpose of this team is to analyze and review data, as well as identify instructional needs for school wide improvement. The ILT Team meets once monthly during committee meeting time on Wednesdays. Meeting minutes are taken on the agenda template and uploaded Committees shared drive in the ILT folder.

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.

Mission: The mission of the Promise Academy at Harrison Elementary School is to ensure that all students succeed at high levels in a welcoming and safe environment that promotes responsibility and respect for all.

3 Big Rocks: “Differentiated” Tier I Instruction, “Effective” Professional Learning Communities & “Impactful” Coaching & Feedback

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.

In 2022, Harrison's state accountability data on the Kentucky Summative Assessment resulted in Harrison being designated as a Comprehensive Support and Improvement (CSI) school by the Kentucky Department of Education. Harrison exited CSI status in 2023 by improving its KSA accountability scores significantly to exit the bottom 5% of all elementary schools in the state of Kentucky.

Additional Information

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

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
Schools_09252024_10:11

2024-2025 Phase Two: The Needs Assessment for Schools

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

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2024-2025 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 they will address 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 as you conducted 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 were documented.

Our Instructional Leadership Team (ILT) met in September to analyze Fall MAP data for reading and math grades K-5, behavior, and attendance data- to identify high-leverage areas for school wide improvement. In October, our ILT team met to analyze 23-24 KSA Data disaggregated by teacher, grade and school-wide accountability. Specific analysis targeted our increasing EL population and a plus-delta was created on during both committee meetings to inform our Needs Assessment and CSIP. The meetings were documents in the Google Drive and Heroes meeting rolling agendas for 24-25. Our Admin Team will meet on 11/4/24 to work on our CSIP.

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?

The goals, objectives and strategies from the 23-24 CSIP were implemented with fidelity. Fall 2024 MAP Reading data shows an increase in the percentage of proficient and distinguished students from the previous Fall 2023 MAP Reading data. 4th grade science scores on the KSA show a 50% decrease in novice students. This promising data informs our 24-25 CSIP because it shows that what we are doing in backward planning is working in reading and science. Similar strategies used in reading and science are being applied to math, social studies and writing in hopes of producing similar results.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached Plus-Deltas from ILT Committee data analysis of 23-24 KSA Data, Behavior & Attendance data from fall 2024.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact

survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
See Data analysis attached.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Only 6.45% of 5th grade students scored proficient/distinguished in On-Demand Writing on the 23-24 KSA.

Only 18.55% of students in grades 3-5 scored proficient/distinguished in math on the 23-24 KSA.

Only 12.5% of students in 5th grade scored proficient/distinguished in social studies on the 23-24 KSA.

Only 3.3% of students in 4th grade scored proficient/distinguished in science on the 23-24 KSA.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

- Reading proficient/distinguished in reading on the Fall MAP Reading assessment (grades 3rd-5th) has increased to 28.24% from 18.1% in the fall of 2023. This is a 10% increase over Fall 2023 PD. The systems of support we implemented for reading can be adapted to address our low performance in math.
- Students in grades K-5 scored in the 56th percentile in reading.

-
- Students in grades K-5 scored in the 54th percentile in
 - Novice reduction in reading, math, science trending since Fall 2019 based on MAP data. We will utilize this data to tailor our professional learning throughout the school year.
 - In addition, specific coaching, feedback and follow through will be implemented to ensure implementation of our high leverage teaching practices school wide.
 - We have created an acceleration plan which maps out specific strategies and initiatives to increase student achievement.
 - We will have On-Demand Writing Scrimmages for 5th grade to decrease novice scores and increase proficient and distinguished scores. In science, we will use TCTs again this year to increase project based learning and collaborative problem solving tasks.
 - Fall Map Data Analysis by ILT: The “diamond” reports show that most grade levels surpassed their projected growth in both Reading and Math. Our kindergarten and first grade students demonstrate solid knowledge and application of foundational skills. 2nd grade was the second highest percentile in reading. This shows that not having the test read to them does not hinder their success. Achievement percentiles increase from fall 2023 to 2024 reading (excluding 2nd grade).
 - Challenges based upon Fall MAyP data: We can see that 2nd grade is where we can focus our time and resources to improve growth in Reading and Math. 3rd and 5th-grade reading has a lot of students in the red. Pushing more test-taking strategies and focusing on the question that they are being asked. Low conditional growth (2nd grade reading) compared to other grade levels. Low achievement percentiles in 2, 3, 5 in Fall math 2024.

LITERACY PRIORITIES-

- Use complex texts (with all students) across subject areas to build knowledge and understanding by
- Within the curriculum and across the school day, integrate reading, writing, and content (science)
- Employ questions and tasks, both oral and written, that are text-specific and accurately address the a
- Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the t
- Provide all students with opportunities to engage in the work of the lesson.
- The teacher cultivates reasoning and meaning making by allowing students to productively struggle.
- Students persevere through difficulty.

MATH PRIORITIES

- The teacher makes the mathematics of the lesson explicit through the use of explanations,

representations, tasks, and/or examples.

- The teacher cultivates reasoning and problem solving by allowing students to
- productively struggle.
- The teacher deliberately checks for understanding throughout the lesson to surface misconceptions
- and opportunities for growth, and adapts the lesson according to student understanding.
- Mathematical Practices #4 and #6 (MAF Grant)

Action Strategies:

- Identify/re-visit and strategically coach teachers identified for tier 2 and tier 3 coaching support in academics and behavior (Daily/Weekly)
- Professional Learning: Two Data/Planning Release Days for K -5th grade teachers October Release Day Agendas
- Co-Teaching and Modeling Assignments:5th- Laborda Math- 4x per week (Ferry); Hargis Math- 1x per week (Ferry)5th-Laborda & Hargis- Social Studies (Al-Suud)- Focus on Benchmark units and TCT-like assessments using KDE released items5th- Laborda- Writing & ELA- Dyer modeling and co-teaching writing lessons 3x per week.
- Daily classroom visits/walkthroughs in all grades K-54th Grade Science: TCTsWill review and plan TCT's during collab planningData analysis during PLCsTCT-KDE Website #1- Bundles of Joy #2- Locating the LighthouseLiteracy and Math Walkthrough Look Fors:Math: Mathematical Practices - MAF Grant-Math Classroom Look-Fors 24-25Literacy:KAS Standards for ELA Classroom Visit (Foundational Skills).docx KAS Standards for ELA Classroom Visit (Grades 3-12).docxInstructional Support Analysis Tool
- School-wide Writing Plan using FCPS District Writing Plan & Curriculum Resources: FCPS P-12 Writing Guidance Document Writing Across Disciplines Four Square for grades 2nd-5th Copy of Four Square Writing Organizer Daily
- Benchmark writing lessons (HQIR) Al-Suud modeled for 5th grade on Sub Release Day 10/17 for use in On Demand Writing Dyer
- Professional Learning on writing: Four Square & Intro to Types of Writing -November 6, 2024; Opinion Task to analyze student work- December 11, 2024;
- On-Demand Writing and how to give feedback- January 22, 2024
- Different types of writing at all grade level, writing across all content areas,On-Demand Writing Scrimmages (Fridays in the cafeteria)
- Use Released item as Benchmark with graphic organizer (90 minutes)Shared rubric and student samples
- The teacher is using student samples and rubric to support learning. Plan to stop/reduce use of graphic organizer Variety of prompt

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 Processes](#)

[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

 Harrison ES Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Differentiated Tier 1 Instruction, Effective PLCs, Impactful Feedback and Coaching










Fidelity implementation of FCPS Unit Frameworks and new curriculum (Benchmark Reading and iReady Math)

Teacher Clarity

Student Engagement

Rigor of the standard met in each lesson

Attachment Summary

Attachment Name	Description	Associated Item(s)
 EL Data Analysis		<ul style="list-style-type: none"> •
 Fall MAP 24-25		<ul style="list-style-type: none"> •
 Harrison ES Key Elements Template		<ul style="list-style-type: none"> • 7
 Harrison Key Elements Template		<ul style="list-style-type: none"> •
 ILT Agendas		<ul style="list-style-type: none"> •
 ILT Data Analysis		<ul style="list-style-type: none"> •
 KSA NAPD Data 2020-2024		<ul style="list-style-type: none"> •
 School Snapshot	Attendance and behavior data	<ul style="list-style-type: none"> •
 Trend Data MAP 2018-2024		<ul style="list-style-type: none"> •



2024-2025 Phase Two: School Assurances_09252024_10:10

2024-2025 Phase Two: School Assurances

Harrison Elementary School

Cassandra Watkins

161 Bruce St

Lexington, Kentucky, 40507

United States of America

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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Harrison

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School 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.

Focus Area 1

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.

Focus Area 2

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.

How do the identified top two focus areas requiring professional learning relate to district goals? Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**

- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

Describe Strategic Plan Priority Areas:

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

Describe CDIP alignment:The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

Core Elements of a Professional Learning Plan

Focus Area 1

Focus Area 1 Objectives

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 teach the KASs 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.

Focus Area 1 Intended Results

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 increasing P/D in Math to 40%.
- Science to 30%, Social Studies to 41% and Combined Writing to 41%.

Focus Area 1 Monitoring

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.

Focus Area 1 Indicators of Success (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 increasing 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.

Focus Area 1 Targeted Audience

All certified teachers.

Focus Area 1 Resources

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 receive professional learning 2x monthly to ensure implementation integrity of the backwards planning model, using the evidence-based materials provided.

Focus Area 1 Ongoing Supports for Implementation 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.

Focus Area 2

Focus Area 2 Objectives

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.

Focus Area 2 Intended Results

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

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

Focus Area 2 Monitoring

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.

Focus Area 2 Indicators of Success (Please describe in detail.)

The appointment of an MTSS Lead

- Creation of an MTSS team in accordance with FCPS MTSS Guidance documents
- Regular meetings of the MTSS team, with and without classroom teachers, to analyze student data and make informed decisions about student interventions and assignment of tiered interventions and supports
- Maintenance of MTSS Benchmarking trackers to triangulate student data and record communications with all stakeholders.

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.

Focus Area 2 Targeted Audience

All certified teachers.

Focus Area 2 Resources

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.

Focus Area 2 Ongoing Supports for Implementation

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.

[Optional Extension](#) N/A