2021-2022 Harrison Elementary School's Comprehensive School Improvement Plan (CSIP) rev. December 30, 2021

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the percentage of students who are proficient or distinguished in reading and math from 31% to 46.7% by the year 2023 as measured by state assessment.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022 increase reading proficiency scores from 19.5 to 37.25 as indicated by state assessment.	**KCWP 2: Design and Deliver** Instruction and implement a process to measure teachers' instructional effectiveness based on student data.	**KCWP2: Process**: Ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. KCWP2 Process: Provide professional development in collaborative community model by utilizing the national PLC's at Work virtual conference to train staff members in the structures and functions of the collaborative community to achieve their collective purpose and increase teacher efficacy.	Review of PLC minutes will show use of the Plan, Do, Study, Act process. Data will be studied to determine student mastery. The act phase will reflect adjustments to instruction based on data compiled on standards mastery trackers from common assessment platforms.	MAP Data & Galileo Data will be used to monitor the Implementation & Impact of our plan.	SIF Funds for professional development and attendance at the PLC's at Work Conference. Final cost to be determined.
	KCWP 2: Design and Deliver Instruction: Provide professional learning to ensure that formative assessment measures occur as part of instructional delivery to include "Before, During and After" learning. Teachers ensure instructional modifications are made based upon evidence gathered from these measures.	KCWP2 Process: Provide professional development in the evidence-based instructional strategy of formative assessment using the Cambridge Education group to provide initial learning in target deconstruction, success criteria, and the formative assessment cycle. Provide other sources of learning for formative assessment in the virtual or in-	Teacher PLUS/DELTA feedback will be compiled and shared to inform ongoing professional learning needs. The Instructional Leadership Team will compile and analyze school wide data to	*We have provided initial training, but as of 12/30/2021, this continues to be a priority.	SIF Funds for professional development and targeted support from Cambridge Education and support from the district Title I Literacy Specialist.

		person classroom including tools such as Pear Deck, Jam Board, etc. KCWP2 Process: Provide ongoing professional learning utilizing the resources such as, <u>Embedded Formative Assessment</u> by Williams, and the Distance Learning Playbook by Fisher and Frey.	determine progress toward goals and evaluate the impact of professional development on instruction and achievement.		
Objective 2 By <mark>May 202</mark>2 increase math proficiency scores from 6.5 to 32.6 as indicated by state assessment.	KCWP: 2 Design and Deliver Instruction: Provide professional learning to include job embedded training around evidence-based high yield strategies to ensure teacher clarity and the intentional design of questioning to advance student learning towards the target.	KCWP2 Process: Provide ongoing professional development in the evidence-based/high yield instructional strategies of teacher clarity (.75) and questioning to advance student learning utilizing the Cambridge Education group to deliver initial learning, coaching, and support. We will use other virtual learning opportunities to provide continued training and individualized PD opportunities. KCWP2 Process: Provide ongoing professional learning in the high yield strategies utilizing the Visible Learning for Teachers & Distance Learning Playbooks book as a reference for PLC work. Instructional leaders and teachers will attend selected Visible Learning Institute conferences for reading, math, and PLC's, and leadership and share learning as part of PLC's and staff development meetings.	The FCPS walkthrough tool will be used to monitor the increased use of learning targets aligned to standards and the use of higher level and varied questioning. Success will be measured by PD Plus/Deltas, and reflections.		SIF Funds for professional development and targeted support from Cambridge Education. Final cost to be determined.

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, increase the percentage of all students scoring proficient/distinguished in the following areas as indicated by state assessment: Science from 14% to 33.5%, Social Studies from 14.6% to 34 %, and Writing from 8.3 % to 29.1 %.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, increase all Science proficiency scores from 12.5% to 19%.	KCWP 1 Design and Deploy Standards to support the assurance that all students have the knowledge, skills, and dispositions for future success in science.	KCWP 1 Process - Provide fourth grade teachers professional development in the science standards to ensure teachers create clear and precise learning targets for students including the following: *Utilize the district science curriculum specialist to provide initial and ongoing training and coaching in standards deconstruction and curriculum pacing based on assessment results. *Allocate PLC and professional development hours to designing the instructional sequence in science using the backwards planning process. KCWP1 Process – Implement the Amplify science curriculum K-5 to support instruction aligned to state/essential standards including assessment. As part of implementation, provide ongoing professional development to insure the fidelity of curriculum implementation and utilize the PLC process to monitor progress toward standards monthly.	Success will be measured through review of lesson plans to ensure curricular and assessment measures show intentional application of professional learning and alignment of learning targets to standards. Plus/Deltas from professional learning will be reviewed and analyzed for professional learning needs.	We will utilize a staff survey to determine progress toward program implementation and gauge student progress.	None required District funding for purchase of Amplify materials and training.
Objective 2	KCWP 1 Design and Deploy Standards - Design and	KCWP 1 Process - Provide fifth grade teachers professional	Success will be measured through		Use SCIF funds to purchase materials.

By May 2022, increase all Social Studies proficiency scores from 14.6% to 19.6%. By May 2022, increase all Writing proficiency scores from 8.3% to 13.8%.	Deploy Standards to support the assurance that all students have the knowledge, skills, and dispositions for future success in social studies.	development in the social studies standards to ensure teachers create clear and precise learning targets for students including the following: *Provide training in the new social studies standards and KPREP assessment using FCPS trainers and opportunities beginning January 2021. *Allocate K-5 PLC and professional development hours to designing the instructional sequence in social studies using the backwards planning process.	review of lesson plans to ensure curricular and assessment measures show intentional application of professional learning and alignment of learning targets to standards. Plus/Deltas from professional learning will be reviewed and analyzed for professional learning needs.		and stipend mentor, and pay for substitutes. Final cost to be determined.
	KCWP 1 Design and Deploy Standards: Design and Deploy Standards to support the assurance that all students have the knowledge, skills, and dispositions for future success in writing.	KCWP 1 Process - Provide K-5th grade teachers professional development in the revised writing standards and school writing policy. Utilize school and district instructional leaders to provide initial and ongoing training in creating clear and precise learning targets for students *Allocate PLC and professional development hours to designing the instructional sequence in writing and student task analysis for assessment.	Student work products will be scored using the KY Writing Scoring Guide and standards based rubrics. Instructional Coaches will review lesson plans and instructional materials to determine alignment to standards the impact of professional learning on instruction		No additional funding required.

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By May 2023 will increase the percent of students in the free/reduced category scoring proficient in: Mathematics from 26.3% to 39.7 % and Reading from 31.4% to 43.9 % as indicated by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, increase the percent of Free/Reduced students scoring proficient in reading from 31.4 to 34.5 as indicated by state assessment.	**KCWP 2:** Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	**KCWP 2: Process:** Utilize the ESSA Level 1 Evidence-based Culturally Responsive Teaching and Learning Strategy of Direct Instruction to ensure students are provided opportunities to practice and receive explicit feedback (.70) as part of the instructional process. Utilize the Cambridge Education group to deliver initial learning and subsequent co-teaching and coaching. Participate in the Implicit Bias training created and provided by FCPS (12 hours).	Use the FCPS walkthrough tool to measure the level of rigor and student engagement in tasks. Review disaggregated data to measure the impact of Direct Instruction on mastery of standards for students of poverty.		SIF Funds for professional development and targeted support from Cambridge Education and provide stipends to teachers for collaborative planning – Final cost to be determined.
Objective 2 - By May 2022, increase the percent of Free/Reduced students scoring proficient in math from 26.3 to 29.65 as indicated by state assessment.	**KCWP 6**: Improve and sustain the learning culture and environmental systems in order to ensure classroom activities and assessments incorporate culturally responsive practices.	**KCWP 6: Practice:** School leadership team will plan professional learning around the culturally responsive practices to ensure all staff operates under a unified definition of cultural responsiveness. Leadership will utilize the FCPS office of equity and the FACE Community Liaison to support teachers in ongoing CRTL development. Provide initial learning in student engagement strategies, student motivation, and positive behavior	Use the FCPS walkthrough tool to measure" availability of culturally responsive materials, inclusion of diverse groups of students, and monitor expectations for student work.	.	No additional funding required.

		and supports and offer individualized opportunities based on teacher needs and student data. We will utilize Cambridge Education group for initial training, FCPS staff for SEL continued follow up, and school based PBIS Coach for continued support.			

4: Growth

Goal 4 (State your growth goal.): By May 2023, we will increase the growth indicator score from 51.8% to 60% as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, increase the reading growth indicator score from 52.2% to 54.15%.	**KCWP 5:** Design, Align, and Deliver Support through meeting personalized learning needs of students and frontloading concepts where high levels of below proficient prerequisite skills are identified.	**KCWP 5: Practice:** Implement the extended instructional day to provide the ESSA Evidence-based programs Imagine Math (Level 2) and Imagine Language and Literacy for Reading (Level 2) to propel individual student growth.	Utilize the Success Maker Math cumulative report and Imagine Learning Area of Concern reports weekly to monitor progress toward individual goals and inform tier 2 instruction.		Utilize SIF funds to purchase Success Maker Math and Imagine Learning programs.
Objective 2 By May 2022, increase students' math growth indicator scores from 48.9% to 51.6%.	**KCWP 4:** Develop a systemic approach for student goal setting so students can assess and adjust their own learning.	**KCWP 4 Practice:** Teachers will lead student in the Evidence-based practice of academic goal setting (Hattie .69) and utilize individual student data folders to teach students to monitor their growth and progress towards proficiency.	Students will track their data through data sheets/individual data folders using data from unit assessments, formative assessments, MAP, and state assessments.		Utilize Title I funds to pay for printing of student folders.

2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09202021_12:56

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Harrison Elementary School
Melissa McDaniel
161 Bruce St
Lexington, Kentucky, 40507
United States of America

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09202021_12:56 - Generated on 01/25/2022

Harrison Elementary School

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09202021_12:56 - Generated on 01/25/2022

Harrison Elementary School

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

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

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09202021_12:56 - Generated on 01/25/2022

Harrison Elementary School

Please enter your name and date below to certify.

Melissa C. McDaniel 9/29/2021

2021-22 Phase Three: Executive Summary for Schools_12302021_14:33

2021-22 Phase Three: Executive Summary for Schools

Harrison Elementary School
Melissa McDaniel
161 Bruce St
Lexington, Kentucky, 40507
United States of America

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_12302021_14:33 -

Generated on 01/25/2022

Harrison Elementary School

Table of Contents

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_12302021_14:33 -

Generated on 01/25/2022

Harrison Elementary School

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Harrison Elementary is an inner city school located in downtown Lexington on the west side of Main Street. Our location is very unique and is within walking distance to local sites of interest including Rupp Arena, the Opera House, the Lexington Children's Museum, and Triangle Park. Typically, 88.29% percent of the total student population at Harrison is low-SES and although, the number fluctuates, as many as 20% of our students are usually homeless (although not all will apply for McKinney-Vento status), and most students come from single parent households. Our student population is also very diverse. Given that the average yearly transient rate is 44%, the average subgroup populations are 55.9% African American, 19% white, 16.8% Hispanic, and 8% other. Harrison Elementary has a unique role in local history and is a symbol of pride for residents hailing from "Irish Town" and the Coolivan Park area. Many generations of families from these areas have attended Harrison and regardless of the academic standing of our school, our families will insist that their children and grandchildren enroll at Harrison. This is a powerful example of the impact of the institution on the community; however, it is also the reason our mobility rate persists. The high level of poverty of our students' creates many challenges for our school but serves to make our dynamic school success more valuable. To help our families face their unique challenges we do provide many family resources and training opportunities throughout each school year. Our community extends well past the borders defined by our district and into the larger community. At Harrison, we have many active community partners who support our school and students by mentoring, tutoring, and providing essential resources. Several examples of these partners are Kiwanis International, Big Brothers Big Sisters, Altrusa, Christ Church Cathedral, Christ United Church, Broadway Christian Church, and numerous others. We have worked to establish purposeful roles for each organization and many partnered in the development of our school's mission and vision statements.

School's Purpose

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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_12302021_14:33 - Generated on 01/25/2022

Harrison Elementary School

The mission of Harrison Elementary School is to ensure that all students achieve at high levels in a positive and safe environment within a collaborative community. The vision of Harrison Elementary school is, "Together... teachers, families, students, and community, a model school." At Harrison, we believe: *every child wants to and can succeed. *children learn in different ways. *all students can achieve or exceed proficiency. *partnerships are valuable. *high expectations and positive attitudes produce success. *students can set and accomplish individual goals. To ensure that our students achieve at high levels, our district has partnered with our school to create a Promise Academy. Our program offers extended learning time for students including an hour of additional instruction each day and 12 additional days each school year. With the extended learning time, our students participate enrichment or tiered intervention in reading and math as indicated by data.

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.

We are so pleased that our school exited CSI status in the 2018-19 school year. We have fully implemented our Turn Around Plan and have organized our school for success with systems and structures to support a multi-tiered system of support and a collaborative professional learning community. One particular area of improvement is in our English Learners' achievement on the Access test. According to the ' January 2020 Access scores, our index was 105.5. Our students surpassed the state goal of 24.7 by 17.4 points for an overall score of 47.1 In addition to state achievement data, student success toward standards is monitored using the Measures of Academic Progress Test (MAP) in reading and math. The assessment is given each fall, winter, and spring. MAP data trends show consistent progress toward our goals in both areas beginning in the 2017-18 school year, growth was significant with over 60% of students meeting their target in reading and math. Fall to winter growth data in MAP reading for the 2018-2019 school year indicated that 73% of students in Kindergarten met or exceeded their MAP growth goal with a grade level growth percentile of 82. MAP Data for Winter 2021 showed that we were continuing progress toward our goals, although data from the pandemic created a new baseline. Data shows 52.5% of students met or exceeded their projected RIT score in math and 57.6% of students met or exceeded their projected RIT score in reading.

Additional Information

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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_12302021_14:33 -

Generated on 01/25/2022

Harrison Elementary School

performance and resource inequities.

N/A

Additional Information

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

Our school community is determined to see our mission fulfilled. Although the pandemic has hindered in person learning for the past two years and we continue to see the ramifications of the pandemic, our school is determined to decrease the number of students performing at a novice level in reading and math. According to the Winter 2021 MAP data, 61.4% of students are performing at a novice level in math and 65.5% of students are performing at a novice level in reading. Community partners continue to provide support and funding to remove barriers to student learning and help families meet basic needs during the pandemic. We are grateful for their continued support and partnership.

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_12302021_14:33 -

Generated on 01/25/2022

Harrison Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40

2021-22 Phase Two: The Needs Assessment for Schools

Harrison Elementary School
Melissa McDaniel
161 Bruce St
Lexington, Kentucky, 40507
United States of America

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 -

Generated on 01/25/2022

Harrison Elementary School

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 - Generated on 01/25/2022

Harrison Elementary School

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Our school has adopted the state's protocol for CSIP development. We conduct our needs assessment by triangulating state, district, and school based data to study problems and determine next steps for improvement. The Key Core Work Processes documents are used to select clear improvement areas and targeted instructional strategies. This year, we will use the state data from 2020-2021 school year, MAP data from the fall 2021, Galileo, and guided reading level data.

Trends

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 - Generated on 01/25/2022

Harrison Elementary School

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

We have chosen to continue our CSIP goals, objectives, & strategies because the work begun in the 2019-2021 school years were interrupted by the pandemic. We will be using triangulated data from MAP, Galileo, state summative, and guided reading levels. The 2020-2021 KPREP provides baseline data for growth.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Twenty percent (20%) of students scored proficient on KPREP reading. Seven percent (7%) of student scored proficient on KPREP math. Thirteen percent (13%) of students scored proficient on KPREP science. Ten percent (10%) of students scored proficient on KPREP writing.

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 -
Generated on 01/25/2022

Harrison Elementary School

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Eighty-one percent (81%) of students scored below proficiency on the KPREP test in reading. Ninety-four percent (94%) of students scored below proficiency on the KPREP test in math. Eighty-eight percent (88%) of students scored below proficiency on the KPREP test in science. Ninety percent (90%) of students scored below proficiency on the KPREP test in writing. *Teacher experience and retention remains a concern with 7/12 new homeroom teachers for the 2021-2022 school year, 5/12 in 2020-2021 school year, 9/12 in 2019-20, and 8/12 new homeroom teachers in 2017-18.

Strengths/Leverages

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

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

Sixteen percent (16%) of students have increased in guided reading levels. The current focus is literacy and the teachers participate in on-going guided reading training using Jan Richardson's model.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 - Generated on 01/25/2022

Harrison Elementary School

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

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

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

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

Continuing the work we started with our turnaround plan and the 2019-2020 CSIP, we will focus on KCWP 1 & 2 so that we can meet the following improvement priorities and objectives: Improvement Priority 1: Develop, implement, and monitor a continuous improvement process that seamlessly integrates and includes ongoing revisions to school improvement plans (e.g., specific goals, strategies, and activities), initiatives, programs, and services. Use multiple sources of data (e.g., student achievement, noncognitive, perception, experience, organizational) to measure incremental progress and adjust accordingly. Objective 1: Leadership will develop clear, coherent classroom and school-wide systems for monitoring school improvement, differentiated service delivery, implementation of instruction, and providing professional learning aligned to school improvement goals. Align resources to provide wrap around services and supports for academic differentiation and social emotional learning (MTSS, Guided Reading, & Extended Learning). Improvement Priority #2: Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to make curricular decisions and adjust instructional practices to meet student academic needs. Objective 1: Develop a system that consistently uses current and relevant data in a clearly defined process to monitor and adjust instruction to ensure individual learners needs and the system's learning expectations are met (PLC's & MTSS). Objective 2: Teachers implement effective individualized instructional strategies that meet each learner's needs based on deliberate and purposeful planning (High-yield, Guided Reading & PLC's, Extended Learning).

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10212021_14:40 -

Generated on 01/25/2022

Harrison Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29

2021-22 Phase Three: Professional Development Plan for Schools

Harrison Elementary School
Melissa McDaniel
161 Bruce St
Lexington, Kentucky, 40507
United States of America

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

2021-22 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

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

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

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Our top priority is to develop teacher efficacy around Plan, Do, Study, and Act surrounding guided reading. Teachers will be able to effectively plan guided reading lessons based on student data. 2. Priority two is to increase teacher understanding of the strategies that lead to increased student achievement and motivation for all learners in a culturally responsive way. Teachers should understand how children learn, how to assess learning, and which strategies to use based on student data.

3. How do the identified **top two priorities** of professional development relate to school goals?

These professional development priorities were selected to support the progress of our school turn around plan and are woven throughout each goal of the CSIP including proficiency, separate academic indicator, gap, and growth. When teachers have more clarity about the work of school through the PLC process and the most effective way to deliver instruction through learning research based strategies, they will more effectively respond to student needs. Improvement Priority 1: Develop, implement, and monitor a continuous improvement process that seamlessly integrates and includes ongoing revisions to school improvement plans (e.g., specific goals, strategies, activities), initiatives, programs, and services. Use multiple sources of data (e.g., student achievement, noncognitive, perception, experience, organizational) to measure incremental progress and adjust accordingly. (Standard 1.3) Improvement Priority #2: Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to make curricular decisions and adjust instructional practices to meet student academic needs. (Primary Standard 2.7; Secondary Standard 2.5)

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

1. To increase teacher efficacy, we will provide professional development in collaborative community model by utilizing the national PLC's at Work virtual conference to train staff members in the structures and functions of the collaborative community to achieve their collective purpose. Other activities include: Allocate PLC and professional development hours to designing the instructional sequence in reading using the backwards planning process. Utilize school and

district instructional leaders to provide initial and ongoing training in creating clear and precise learning targets for students within each guided reading group. *Allocate PLC and professional development hours to designing the instructional sequence in reading. Provide initial learning in student engagement strategies, student motivation, and positive behavior and supports and offer individualized opportunities based on teacher needs and student data. We will utilize our partners from the Title I office for initial training and provide ongoing feedback and coaching. 2. To support the plan, do, study, act business of PLC's, and the use of data based decision making, we will provide professional development in the evidence-based instructional strategy of formative assessment using the Jan Richardson model for guided reading and running records.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Overall Student Academic Outcome: Increase the percentage of students who are proficient or distinguished in reading and math from 31% to 46.7% by the year 2023 as measured by state assessment. Educator Belief: We want teachers to believe that they have the ability to impact and improve student outcomes based on their instructional decisions. Practices: We expect increased teacher efficacy with instructional planning and delivery in response to student needs using data before, during, and after instruction.

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

We will use multiple forms of student data triangulated to determine student progress including the MAP assessment, Galileo Benchmarks, and guided reading levels gauged by running records. Teacher surveys, walkthrough data, and TPGES evaluation evidence will be used to monitor implementation and determine completed actions regarding our professional development plan.

4d. Who is the targeted audience for the professional development?

All certified staff.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Administrators, teachers, students, and district resource staff will be impacted by this professional development plan.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

*SIF Grant Funding *Title I Funding *Time *Title I Literacy Specialists *ESSER Funding

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

*Coaching and follow up will be provided by our SBIS, PGES Coach, PBIS Coach, and Title I Literacy Specialist.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence for the implementation of professional learning will come from our PLC minutes, guided reading lesson plans, grade-level assessments, classroom observations, and teacher surveys. Administration will compile walkthrough data monthly. The PGES Coach and/or SBIS will create and compile teacher surveys for driving plan implementation and revision. The SBIS will compile student data monthly for staff analysis and to support the revision of our plan.

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

Priority two is to increase teacher understanding of the strategies that lead to increased student achievement and motivation for all learners in a culturally responsive way. Teachers should understand how children learn, how to assess learning, and which strategies to use based on student data. Our short term goal is to see an increase in teacher effectiveness during instruction as indicated by walkthrough data in the areas of: use of high yield strategies, effective use of success criteria, and use of planned guided reading lessons. Each goal of our CSIP will be impacted by the effective use of these strategies. Our long term goal is to see an increase in student proficiency in reading as indicated by MAP data in the spring of 2022.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

Planned professional activities are intended to increase teacher effectiveness in planning, collaborative problem solving, and increase collective efficacy. Teachers should feel empowered to respond to student needs during instruction, participate fully in the plan, do, study, act process, and student motivation should increase in response to more engaging instruction. By the end of the 2020-21 school year, student proficiency in reading should increase by at least 5% as indicated by MAP data.

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

*Teacher Walkthrough Data *MAP Reading Scores *Professional Development Survey *KPREP Data *Galileo Benchmark Data

5d. Who is the targeted audience for the professional development?

All certified staff are the targeted audience for this professional learning.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All certified staff and administration will be impacted by this component. Instructional leaders from the school and district will need to procure, provide, and monitor the impact of professional learning on practice. Students will positively impacted as teachers implement more engaging and responsive instruction.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

We will utilize funds from multiple sources including SIF, Title I, ESSER, and district programming. We will need to provide our staff with current devices for accessing programs and participating in professional learning, as well as on going training in the Jan Richardson model for guided reading.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We will provide follow up from professional learning by providing coaching from the School Based Instructional Specialist, the PGES Coach, and district Title I Literacy Specialist.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Implementation and impact will be monitored by administration and the Instructional Leadership Team (ILT) as part of the PLC process. The ILT will review data from classroom walkthroughs and overall data monthly, PLC's will analyze data weekly, and the Advisory Leadership Team will review progress and implementation monthly.

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

N/A

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_12302021_15:29 - Generated on 01/25/2022

Harrison Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)