

**HARRISON ELEMENTARY  
FAYETTE COUNTY PUBLIC SCHOOLS**

**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**EXECUTIVE SUMMARY**

The Comprehensive School Improvement Plan (Revised March 2010) includes three main components: Academic Achievement, Equity, and Parental Involvement. An overview of each main component is briefly described below:

**Academic Achievement:** Our academic achievement component center around increasing student achievement in the areas of reading, writing and mathematics. Reading activities include implementing the required components of balanced literacy, including job embedded PD for primary teachers. Writing and mathematics activities center around research based instructional strategies, professional development, and utilizing open response questions to demonstrate learning.

**Equity:** The focus of our equity component is to reduce barriers to learning and eliminate achievement gaps. Initiatives to reduce barriers to learning include Student Assistance Team, Truancy Intervention Program, and CHAMPs. Achievement gaps between subgroups were identified in the areas of reading, math, and science. Activities are outlined to eliminate these gaps.

**Parental Involvement:** The focus of our parental involvement component is to increase communication among all stakeholders and increase parent and community involvement in order to positively impact student achievement.

**PROCESS SUMMARY**

Mission Statement Development - Our mission statement was reviewed was revised by our school community and adopted by the SBDM in January 2007. Meetings were held with faculty, staff, parents, and community members.

Needs Assessment - The SBDM Council reviews student achievement data each month at its regularly scheduled meetings. Achievement data review (KCCT, SB 168 Achievement Gaps, Reading First, Discipline Data) served as the basis for the development of the current plan.

Priority Needs – Priority needs were established based on achievement data review. Representatives from each school area met to review priority needs and activities.

Achievement Gaps & Gap Targets – Achievement gaps were identified in October 2009 and are outlined in the SIP. Gaps exist in the areas of reading, math, science, and writing. The goal date for closing all achievement gaps is May 2012. Activities to accomplish this task are outlined in the Equity Component.

Review Drafts of the Components – Council reviewed drafts of the components monthly and completed I & I checks.

Communication Plan –The revised CSIP will be available on our school website and in the front office as part of our Expanded School Report Card. Each Council member and committee chairs will be given a copy of the plan as a basis for their committee work. The plan will be accessible on our school's Sharepoint site and website.

Approval and Adoption of Revised Plan- Revision of our plan occurs as we conduct implementation and impact checks and the final plan will be approved and adopted in May 10, 2010.

Evaluation Plan – The plan will be continuously evaluated through Council discussions, achievement data reviews, and through Implementation and Impact Checks during the school year.

**Action Component** Student Achievement

District Name Fayette

Component Manager Professional Staff Assistant

School Name Harrison Elementary

Date rev. March 2010

Priority Need	Goal (Addresses the Priority Need)																																																								
<p>According to the Spring 2009 KCCT assessment, our academic index is 94.7. According to our SB 168 Gap Reduction targets, racial and gender gaps remain in the area of reading, math, and science.</p> <p>Percent of students scoring at or above the state goal of proficiency are below (3<sup>rd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup> combined for reading and math):</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Harrison Elementary KCCT Data</th> <th>2008</th> <th>2009</th> <th>Total Growth from 2008 to 2009</th> </tr> </thead> <tbody> <tr> <td><b>Overall Academic Index</b></td> <td>77*</td> <td>94*</td> <td><b>+17</b></td> </tr> <tr> <td>Reading</td> <td>83.6</td> <td>93</td> <td><b>+9</b></td> </tr> <tr> <td>Math</td> <td>84</td> <td>94</td> <td><b>+10</b></td> </tr> <tr> <td>Science</td> <td>75</td> <td>97</td> <td><b>+22</b></td> </tr> <tr> <td>Social Studies</td> <td>59</td> <td>91</td> <td><b>+32</b></td> </tr> <tr> <td>Writing</td> <td>87</td> <td>96</td> <td><b>+9</b></td> </tr> </tbody> </table>	Harrison Elementary KCCT Data	2008	2009	Total Growth from 2008 to 2009	<b>Overall Academic Index</b>	77*	94*	<b>+17</b>	Reading	83.6	93	<b>+9</b>	Math	84	94	<b>+10</b>	Science	75	97	<b>+22</b>	Social Studies	59	91	<b>+32</b>	Writing	87	96	<b>+9</b>	<p>By May 2010, Harrison will increase the percent of students performing at or above the proficient level on the KCCT assessment by at least 25% while decreasing those performing at the novice level by at least 15%. Our academic index goal for 2010 is 100. The number of female and African-American students performing at a proficient level in reading will increase by 25% to meet our SB 168 Goal for 2010.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Achievement Gaps Indicated by 2008-09 KCCT Data (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade)</th> </tr> <tr> <th></th> <th>Caucasian/AA</th> <th>Caucasian / Hispanic</th> <th>All //Sp. Ed. 3 &amp; 4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15% gap</td> <td>No gap exists</td> <td>34% gap</td> </tr> <tr> <td>Math</td> <td>11% gap</td> <td>11% gap (hidden gap)</td> <td>15% gap</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Achievement Gaps 4<sup>th</sup> Grade Science as Indicated by 2008-2009 KCCT Data</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>All Students/Special Education</td> <td></td> <td></td> </tr> <tr> <td></td> <td>26.7% gap</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>2008-09 KCCT Key Findings for 3<sup>rd</sup> Graders entering 4<sup>th</sup> grade in 2009-10:</b></p> <ul style="list-style-type: none"> <li>• A 14% gap exists between AA &amp; C in reading with only 56% of AA students proficient.</li> <li>• A 14% gap exists between AA &amp; C in math with only 56% of AA students proficient .</li> <li>• A 14% gap exists between ALL &amp; Special Education (SpEd) reading with only 46% of SpEd students scoring proficient.</li> <li>• A 16% gap exists between ALL &amp; special education students in 3<sup>rd</sup> grade math with only 46% of SpEd students scoring proficient and 23% of SpEd students scoring novice.</li> </ul>	Achievement Gaps Indicated by 2008-09 KCCT Data (3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade)					Caucasian/AA	Caucasian / Hispanic	All //Sp. Ed. 3 & 4	Reading	15% gap	No gap exists	34% gap	Math	11% gap	11% gap (hidden gap)	15% gap	Achievement Gaps 4 <sup>th</sup> Grade Science as Indicated by 2008-2009 KCCT Data				Science	All Students/Special Education				26.7% gap		
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Causes and Contributing Factors	Objectives with Measures of Success
A1. According to the 2009 KCCT assessment 68.12% our students are performing at	A1. By the end of May 2010, the number of students performing at proficient or distinguished levels in reading will increase by at least 20% as measured by the

proficient or distinguished levels in reading.

A2. According to the 2009 KCCT assessment, 62.8 % of our students are performing at proficient or distinguished levels in on-demand writing.

A3. According to the 2009 KCCT assessment, 65.22% of our students are performing at proficient or distinguished levels in math.

KCCT to 88 % proficient

A2. By the end of May 2010, the number of students performing at proficient or distinguished levels in writing portfolios and on-demand writing will increase by at least 18% as measured by the KCCT to 80% proficient.

A3. By the end of May 2010, the number of students performing on grade level in mathematics will increase by at least 15% as measured by the KCCT to 80% proficient.

**SBDM Council Reporting Timeline  
Student Achievement Component**

<b>Months</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Action Component Activity</b>			A1a A1b A1c A1d A1e A1f A1g A2a A2c A3a A4 A5 A5a				A1a A1b A1c A1d A1e A1f A1g A2a A2c A3a				A1a A1b A1c A1d A1e A1f A1g A2a A2c A3a	

# *Student Achievement Component And Implementation & Impact Form*

**Component Leader: Professional Staff Assistant**

**Objective A1: By the end of May 2010, the number of students performing at proficient or distinguished levels in reading will increase by at least 20% as measured by the KCCT to 88% proficient.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A.1. All teachers will participate in high quality professional development that addresses student achievement targeting identified gap content areas and supporting instructional strategies. To the extent possible, PD will be job embedded and focused on school wide growth areas as outlined in SIP activities. Specific PD will be provided to meet the growth needs of individual teachers as identified in teacher evaluations.</b></p>	<p><b>Implementation:</b> This activity will be fully implemented when all teachers have participated in appropriate PD as outlined in SIP activities.</p> <p><b>Short-Term Measures of Success:</b> Review of monthly achievement data in grade level meetings and anecdotal data gathered form administrative walk throughs.</p> <p><b>Long-Term Measures of Success:</b> End of the year review of student achievement data. PD plan will be revised based on student performance on KCCT.</p>	<p><b>Principal, teachers, math coach, technology specialist, reading first coach, PSA</b></p>	<p><b>8/09-8/10</b></p>	<p><b>\$20,000</b></p>	<p><b>Title I 10% Set Aside,  PD,  Reading First</b></p>	<p>P</p>	<p>On-going</p> <p><i>March 2008-Partially implemented. Most teachers have completed required SIP PD activities. Full implementation by end of summer 2008.</i></p> <p><i>January 2010 Reading scores indicate this is an on-going need.</i></p>

<p><b>A1a</b> All students will participate in a reading program that is designed to meet individual needs.</p>	<p><b>Implementation:</b> This will be fully implemented when all students have been assessed and placed in appropriate reading groups.</p> <p><b>Short-Term Measures of Success:</b> Review of achievement data in grade level meetings. This data will be used to modify student placement and/or instructional program revision as needed</p> <p><b>Long-Term Measures of Success:</b> End of the year review of achievement data for all students. This data will be reviewed in grade levels meetings and needed changes will be implemented for the following school year.</p>	<p>Principal, Reading First Coach</p>	<p>8/09 – 5/10</p>		<p>Reading First Grant, Title I</p>	<p>I</p>	<p>Ongoing Need</p> <p><i>March 2009-Reading program has three tiers aligned and guided using weekly and monthly achievement data. Implementation of the TAP program has assisted as well.</i></p> <p><i>January 2010 – Data indicates this is an on-going need and we will need to provide an appropriate program for RTI needs in intermediate.</i></p>
<p><b>A1b.</b>Following the Reading First grant core program and supplemental requirement, primary teachers will implement a 2.5 hour uninterrupted reading block focusing on the five essential components of reading.</p>	<p><b>Implementation:</b> This will be fully implemented when the schedule reflects a 3-hour literacy block with students appropriately placed in intervention groups.</p> <p><b>Short-Term Measures of Success:</b> Review of GRADE and DIBELS data</p>	<p>Principal, PSA, RF Coach</p>	<p>8/06-5/08</p>		<p>Reading First Grant</p>	<p>I</p>	<p>On-going Need</p> <p><i>March 2009-Scheduling committee revised schedule to maximize instructional time and allow for collaboration.</i></p> <p><i>January 2010 Reading 1<sup>st</sup> will end June 2010. We will need to plan for balanced literacy through other resources.</i></p>

<p>Selected students falling below grade level will be placed in an intervention program.</p>	<p>3X per year for all primary students, as well as MAP results. This data will be reviewed in primary teacher team meetings, and will be used to modify student placement and/or instructional program revision as appropriate. <b>See Attached Action Plan</b></p> <p><b>Long-Term Measures of Success:</b> End of year review of GRADE, DIBELS and MAP data for all primary students. This data will be reviewed in primary teacher team meetings, and will be used to modify student placement and/or instructional program revision as appropriate</p>						
<p>A1c. Multiple assessment measures (MAP, monthly Learning Checks for intermediate, Literacy First Phonics Test, PAST) will be given to ensure that all students' needs in reading are being met as indicated by our SB 168 Gap Reduction Targets.</p>	<p><b>Implementation:</b> This will be fully implemented when all students are assessed and provided instruction based on their individual needs.</p> <p><b>Short-Term Measure of Success:</b> Assessment results will be reviewed in grade level teams.</p> <p><b>Long-Term Measure of Success:</b> End of the year review of assessment results to show gains in student achievement and gap reduction.</p>	<p>Principal, PSA,</p>	<p>8/09-5/10</p>	<p>\$1,750</p>	<p>Title I, SCIF Funds</p>	<p>P</p>	<p>Ongoing need</p> <p><i>March 2009-Assessment committee developed the assessment plan. Monthly data analysis is used to monitor progress toward gap reduction targets.</i></p>

<p>A1d. Primary teachers will participate in <b>40 hours</b> of PD provided by the Reading First Coach as outlined by the Reading First Grant.</p>	<p><b>Implementation:</b> This will be fully implemented when all teachers complete the 40 hours of PD as required by Reading First.</p> <p><b>Short-Term Measure of Success:</b> Running total of PD hours as recorded by teachers and PD evaluations as to the usefulness of the information provided. Reading First coaches will note the implementation of the information during classroom visits.</p> <p><b>Long-Term Measure of Success:</b> All subgroups will meet AYP targets and overall KCCT score will increase in reading.</p>	<p>Principal, Reading First Coach, District and State Reading First Coaches</p>	<p>8/09-5/10</p>	<p>\$29,000</p>	<p>Reading First Grant</p>	<p>P</p>	<p><i>March 2009-PD is on-going</i></p> <p><i>January 2010 – This objective has been fully implemented. We will need to make provisions for training new teachers to Harrison.</i></p>
<p>A1e. Staff 2.0 Title I Reading Teachers in order to fully implement reading program.</p>	<p><b>Implementation:</b> This will be fully implemented when 2 reading teachers are hired.</p> <p><b>Short-Term Measure of Success:</b> Student progress on winter GRADE and DIBELS progress monitoring reports</p> <p><b>Long-Term Measure of Success:</b> Analysis of GRADE, DIBELS, and KCCT data will provide evidence of impact on student achievement</p>	<p>Principal</p>	<p>8/09-5/10</p>	<p>\$122,418</p>	<p>Title I</p>	<p>I</p>	<p><i>March 2009-Staffing projections make this an on-going need)</i></p> <p><i>January 2010 – Mid year data indicates this is an on-going need and that we need to expand the TAP program to ensure the success of our students.</i></p>
<p>A1f. Staff 1.0 Microcomputer Specialist to enhance academic achievement of all students through the use of technology.</p>	<p><b>Implementation:</b> This will be fully implemented when a micro computer specialist is hired and technology is utilized by all students and staff.</p> <p><b>Short-Term Measure of Success:</b> Teacher lesson plans and student projects will reflect use of technology.</p> <p><b>Long-Term Measure of Success:</b> All new Technology standards will be implemented across grade levels.</p>	<p>Principal</p>	<p>8/09-5/10</p>	<p><b>\$47,000</b></p>	<p>District</p>	<p>I</p>	<p><i>March 2009-Staffing projections indicate an on-going need</i></p> <p><i>January 2010 – Fully implemented; however, changing standards and new technology indicates this is an on-going need.</i></p>

<p>A1g. Teachers (homeroom, resource, and specialists) will complete 12 PD hours to study Core Content 4.1 and revise develop daily learning outcomes, develop common assessments and discuss effective teaching strategies. 6 hours of PD will be used to create continuous review system (flashbacks, etc.)</p>	<p><b>Implementation:</b> This will be fully implemented when all teachers have completed 18 hours of curriculum development PD.  <b>Short-Term Measure of Success:</b> Daily learning outcomes posted as noted by walkthroughs and analysis of student performance on common assessment during weekly grade level meetings.  <b>Long-Term Measure of Success:</b> Increase in reading scores as reflected on KCCT.</p>	Principal	7/08-6/10	\$10,800	Title I 10% Set Aside	I	<p>March 2009-PD is on-going need</p> <p>January 2010 Partially implemented. We have not fully developed a continuous review system although we are using flashbacks, we need a vertical alignment.. Mid-year data indicates need for PD revisiting standard deconstruction and backward planning.</p>
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**Objective A2: By the end of May 2010, the number of students performing at proficient or distinguished levels in on-demand writing will increase by at least 18% as measured by the KCCT 80% proficient.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A2a. Staff will be provided job embedded PD to acquire strategies for writing instruction (primary and new teachers will have writer's workshop training with reading coach).</p>	<p><b>Implementation:</b> This will be evident when all classrooms implement Writer's Workshop for at least 30 minutes.  <b>Short-Term Measure of Success:</b> Teachers schedules reflect a 30-minute block of time for Writer's Workshop.  <b>Long-Term Measures of Success:</b> Increase in student writing. Increase in quality student writing as evidenced by a reduction of novice portfolio scores.</p>	Principal, Writing Specialist	6/09-5/10	\$500	PD	P	<p>March 2009-PD is on-going need</p> <p>January 2010 – Midyear Data indicates students in K-5 are making slow progress in writing. This is an on-going need and will be addressed in revised writing policy and SIP plan.</p>
<p>A2b. All staff will provide open response writing opportunities in reading and math on a weekly basis for all students. Professional development will be provided in this area.</p>	<p><b>Implementation:</b> This will be implemented when 100% of staff are providing OR opportunities on a weekly basis in reading and math.  <b>Short-Term Measure of Success:</b> The leadership team will conduct weekly classroom walkthroughs to gather data on the frequency of use of OR Prompts.  <b>Long-Term Measure of Success:</b> Analysis of PAS, Learning Checks and KCCT data will provide evidence of impact on student achievement</p>	Principal, PSA, Writing Specialist, Classroom Teachers	8/09-5/10	\$0	PD	I	<p>March 2009-ORQ plan has been implemented and revised according to student needs and professional development. Writing to demonstrate learning is a rigorous activity and will be on-going.</p> <p>January 2010 – Fully implmented</p>

**Objective A3: By the end of May 2010, the number of students performing on grade level in mathematics will increase by at least 15% as measured by the KCCT to 80% proficient.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><i>A3a Utilize a 90-minute math block K-5 (20 minute skill review or Success Maker math, 15 minutes problem solving, &amp; 55 minutes new instruction).</i></p>	<p><b>Implementation:</b> This will be fully implemented when teacher schedules reflect a 90-minute math block.  <b>Short-Term Measure of Success:</b> Student performance on teacher-made assessments and walkthroughs by leadership team to gather data on full implementation.  <b>Long-Term Measure of Success:</b> Analysis of MST, MAP, Learning Checks and KCCT to determine impact on student achievement.</p>	<p>Principal, PSA,</p>	<p>8/09-5/10</p>	<p>\$0</p>		<p>I</p>	<p><i>March 2009-The scheduling committee will make the math block a priority. This is an on-going priority.</i></p> <p><i>January 2010- Implemented Singapore math. Math block increased to 2 hours for 3<sup>rd</sup>-5<sup>th</sup>.</i></p>

**Objective A4: By the end of May 2001, the number of students performing will remain at 80% or higher but achievement gaps will close by 25% to eliminate the gap in special education students compared to all students.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A.4 Hire a Science Specialist to provide hands on investigations for students and collaborative instruction utilizing best practices for job embedded PD., The specialist will align curriculum, develop assessments for learning and analyze achievement data.</b></p>	<p><b>Implementation:</b> This activity will be fully implemented when a science specialist has been hired and collaborative instruction is provided.</p> <p><b>Short-Term Measures of Success:</b> Student performance on unit assessments and learning checks.</p> <p><b>Long-Term Measures of Success:</b> Increase in proficiency as evidenced by student performance on KCCT.</p>	<p><b>Principal, coach, PSA</b></p>	<p><b>8/09-8/10</b></p>	<p><b>\$59,000</b></p>	<p><b>Title I</b></p>		<p><i>Projected Staffing Allocation indicates an on-going need for Title I support.</i></p> <p><i>January 2010 Fully implemented – Trend data suggests this is an on-going need.</i></p>

**Objective A5:** By the end of May 2010, the number of students performing at proficient or distinguished levels in social studies will increase by 18% from 58.58% to 75%.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A.5</b> Participate in sub release project to provide job embedded professional development for best practice, aligning curriculum, develop assessments for learning and analyze achievement data.</p> <p><b>A5a.</b> Include a 30 minute block for social studies/science across all primary grades.</p>	<p><b>Implementation:</b> The activity will be implemented when teachers are participating in sub release time.</p> <p><b>Short-Term Measures of Success:</b> Student progress will be measured by unit assessments and district learning checks. <b>Long-Term Measures of Success:</b> Success will be indicated by increased proficiency in social studies on KCCT assessment.</p> <p><b>Implementation:</b> This activity will be fully implemented when teacher schedules reflect a 30-minute block for social studies.</p> <p><b>Short-Term Measure of Success:</b> Student performance on teacher-made assessments and walkthroughs by leadership team to gather data on full implementation.</p> <p><b>Long-Term Measures of Success:</b> Success will be indicated by increased proficiency in social studies on KCCT assessment</p>	<p>Principal, coach, PSA</p>	<p>8/09-5/10</p>	<p>SSCIF PD Budget</p>	<p>Title I</p>	<p>P</p> <p>P</p>	<p>March 2009, projected budget allocation for professional development indicates an on-going need to participate in district and/or Title I sponsored PD.</p> <p>March 2009, projected scores indicate this is an on-going need.</p> <p>January 2010 – fully implemented. Data indicates this is an on-going need.</p>