Phase One: Continuous Improvement Diagnostic Harrison Elementary Fall 2018

Phase One: Continuous Improvement Diagnostic

Harrison Elementary School
Tammie Franks
161 Bruce St
Lexington, Kentucky, 40507
United States of America

Last Modified: 01/07/2019
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

1. Our spring 2018 survey indicated that parents did not feel our current progress reporting system helped them understand their students' progress. Discussions with our SBDM and PTA confirmed that parents who received confirmation that students were progressing via primary report cards were confused about student abilities when their intermediate grades reported work below a C average. Our September 20th family survey indicated that 81.8% of our families would be better able to support students by receiving both letter grades and anecdotal notes regarding student progress. This data likely indicates a correlation to the January 2017 Tell Survey Data which indicates that only 54% of teachers felt that supported by parents regarding student success despite feeling that the community we serve is supportive of our school at 95.8%. We realize that we must support our families and receive the support of families by providing effective two way communication for our continuous improvement efforts to be successful. As we identify weaknesses and target academic improvement areas, we will revise our progress reporting system and work to increase communication with families.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

2. Members from all areas of the school community will be invited by the principal to serve on our School Improvement Committee including staff, parents, and community partners. The principal will train the members of the committee as part of regular work sessions. Community and family members will be trained as part of their organizational planning sessions held on October 16th and 20th. Monthly work sessions will be held at various times to accommodate the availability of team members including after school sessions at 3:40 and 6:00 p.m. and during schools sessions at 9:00 a.m. or 12:00 p.m. The principal will provide monthly achievement updates to members of the team and the school community as regular agenda items for the Instructional and Administrative Leadership Teams, the PBIS team, and via newsletters for community and staff members. Our plan will be monitored and revised according to achievement data, survey results and needs

assessments as follows: monthly by certified staff, by the full team after each benchmark cycle, and after the mid-year needs assessment conducted by the principal to inform planning decisions for the next budget cycle. Additionally, our plan will be informed by the results of PGP and evaluation data, instructional walkthrough data, and professional development evaluation results.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase II: Needs Assessment Harrison Fall 2018

Phase II: The Needs Assessment School Diagnostic

Harrison Elementary School
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Last Modified: 11/16/2018
Status: Open

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state.** The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

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. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

All stakeholders share in school improvement planning and work to study problems, analyze data, and determine next steps for improvement. Work groups meet as follows: PLC's and the Administrative Leadership Team meets weekly, the SPS and School Advisory Council meets monthly, the ILT & ELT leadership teams meet twice each month, and additional stakeholder groups meet each semester. All certified staff members participate in data analysis meetings after each benchmark cycle (fall, winter, and spring) and after state scores are received in the fall. Teachers recommend instructional program changes based on key findings from data analysis and as part of our yearly needs assessment survey. Minutes of our meetings are stored on SharePoint for easy access by all stakeholders and the principal shares progress with outside stakeholder groups as part of our meeting agendas.

<u>ATTACHMENTS</u>

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data.** These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of non-duplicated gap students scored proficient on KPREP Reading.
-We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
-34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

According to 2017-18 KPREP data: •The percentage of students scoring Proficient + Distinguished in Math decreased from 35% in 2016-2017 to 28% in 2017-2018 • The percentage of students

scoring Proficient + Distinguished in Reading decreased from 34% in 2016-2017 to 29% in 2017-2018 According to fall 2018 MAP data: • 90/267=34% of our students in grades K-5 scored proficient or above in reading • 90/250=36% of students in grades K-5 scored in the 30%ile and below in reading • 82/267=31% of our students in grades K-5 scored proficient or above in math • 111/250=44% of students in grades K-5 scored in the 30%ile and below in math Although our 2017-18 school and district data indicated significant academic growth with 63% of 3rd-5th graders making their goal on the MAP math assessment and 64% making their goal on the reading MAP assessment, our growth score on KPREP was not reflective of this data. We scored a 12.6 and the growth cut was 15.8. There were 14 students who lost .25 each on the growth projection points for reading or math for a total loss of 3.5 points. Had we not lost those points, our growth score would have been 16.1. • The number of students in each subgroup who scored Proficient + Distinguished in Reading are: African American=20%, Hispanic=34%, Free/Reduced Lunch=28%, and 10% of students with disabilities. • The number of students in each subgroup who scored Proficient + Distinguished in Math are: African American=29%, Hispanic=34%, Free/Reduced Lunch=27%, and 10% of students with disabilities.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Spring 2018 KPREP data shows that we had a decrease in the number of proficient students in reading and math. In math, 45% of our students are apprentice and 26% were novice. In reading, 34% were apprentice and 36% were novice. Mobility data indicates that 65% or 83/127 students who took the 2018 KPREP were new to Harrison with 35% having only one year of attendance and 30% with less than two years. While MAP growth was significant with over 60% of students meeting their target, the catch up growth was not enough to close the gaps. The number of students entering below level this fall, according to MAP reading and math data, indicates that we continue to have a significant number of students who will qualify for tiered intervention 90/250 in reading and 111/250 in math. Our priority must be to refine our tiered instruction and create innovative programming for tier 2 and 3 reading and math to meet the individual student needs of with high mobility and accelerate growth for all learners.

ATTACHMENTS

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Trends

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

Our students of poverty continue to be our focus demographic with overall proficiency at 27% in math and 28% in reading. Spring 2018 KPREP data indicates that 44.% of students were novice in reading and 28% were novice in math. Another group with significant areas of improvement is Students with Disabilities. There were no students in that category who scored proficient in math and only 10% were proficient in reading. 59% of SDI students were apprentice in math and 24% were apprentice in reading.

ATTACHMENTS

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Potential Source of Problem

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 school improvement strategies outlined below:

1- Deployment of Standards
2- Delivery of Instruction
3- Assessment Literacy
4- Review, Analyze and Apply Data Results
5- Design, Align and Deliver Support Processes with Sub-group Focus
6- Establish a Learning Culture and Environment

Our focus for improvement will be in Standard 3 -Assessment Literacy and Standard 2 - Design and Deliver Instruction - Our focus will be on accelerating growth, making MTSS structures visible, and designing instruction that promotes active student engagement using evidence based instructional strategies such as feedback.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our greatest leverage for school improvement is the number of students who are at the apprentice level in math (45%) and reading (34%) according to KPREP. Targeting the growth of these students will be our priority; further, 19/46 students who scored novice in reading were in the SDI category. Half of the novice learners in math (12/24) were SDI as well. We will use our PLC structures to closely monitor student progress, determine immediate instructional priorities, and revise instructional plans to impact student learning,. Further, we have already implemented evidence based strategies for providing feedback including personal data notebooks for students and we have implemented the Eleot walk through tool to monitor the impact of plans on student engagement. Finally, we will have the support of our district CSI team to provide coaching and guidance to our teachers during our improvement process.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Committee Plan	Committee meetings first semester.	
📊 KPREP Snapshot	Overall data summary for subgroups, performance levels, and mobility.	
📄 SIP revised workbook	Revised workbook including behavior data	

Phase Two: School Assurances HES 2018

Phase Two: School Assurances

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Last Modified: 11/13/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- **Yes**
- No
- N/A

COMMENTS

Our annual Kindergarten Kickoff welcomes families and students to our school. Our staff shares Kindergarten expectations, schedules, routines, and conducts Brigance assessments as well as other screenings. Families meet teachers and administration and participate in activities to help them learn about the school.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- **Yes**
- No
- N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- **Yes**
- No
- N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

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11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- **Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- **N/A**

COMMENTS

Para educators do not have non-instructional duties.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Comprehensive School Improvement Plan 2018-19 Harrison Elementary

Phase Three: Comprehensive Improvement Plan for Schools

Harrison Elementary School
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Last Modified: 01/07/2019
Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
ESSA form for CHETL	ESSA for CHETL revised December 2018.	
ESSA for CRTL	ESSA for CRTL revised December 2018.	
ESSA for High Yield Strategies	ESSA form for Hattie's work.	
ESSA for the ALL Program	ESSA summary for the ALL extended learning program revised December 2018	
SIP revised December 2018	School improvement plan with 30-60-90 plan revised December 2018.	

Phase Three: Closing the Achievement Gap Diagnostic_12182018_18:08

Phase Three: Closing the Achievement Gap Diagnostic

Harrison Elementary School
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Last Modified: 12/19/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

We use multiple sources of data to conduct our analysis including KPREP, MAP and school based measures. • Overall proficiency for students of poverty was only 27% in math and 28% in reading. Spring 2018 KPREP data indicates that 44% of FR students were novice in reading and 28% were novice in math. • Spring 2018 KPREP data shows that we had a decrease in the number of proficient students in reading and math. In math, 45% of our students are apprentice and 26% were novice. In reading, 34% were apprentice and 36% were novice.

ATTACHMENTS

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our fall culture survey indicates our students know that their teachers and principal believe in them and want them to be successful. Our survey is attached.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Overall proficiency for students of poverty was only 27% in math and 28% in reading. Spring 2018 KPREP data indicates that 44% of FR students were novice in reading and 28% were novice in math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

2017-2018 MAP growth data showed improvement in reading and math. This data indicated significant academic growth in reading an math with 63% of 3rd-5th graders making their goal on the MAP math assessment and 64% making their goal on the reading MAP assessment. In primary , 53% of students met their goal in reading and 59% in math; however, our growth score on the spring 2018 KPREP was not reflective of this data.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The number of students in each subgroup who scored Proficient + Distinguished in Reading are: African American=20%, Hispanic=34%, Free/Reduced Lunch=28%, and 10% of students with disabilities. •The number of students in each subgroup who scored Proficient + Distinguished in Math are: African American=29%, Hispanic=34%, Free/Reduced Lunch=27%, and 10% of students with disabilities. enrolled less than 1 year, and 65% of tested students were enrolled less than 2 years.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

To increase instructional effectiveness and advance student learning, we will provide ongoing professional development in the areas of Culturally Responsive Teaching and Learning (ESSA evidence level 1) and John Hattie's best practice/high yield instructional strategies. In particular, the high yield strategies of providing feedback (.70) , teacher clarity (.75), and questioning. Teachers will receive professional development in using the following Culturally Responsive Teaching and Learning strategies and practices as part of the plan, do, study, act cycle: direct instruction (.69), scaffolding (.82), and vocabulary instruction (.59). Further, professional learning around CRTL will ensure all staff operates under a unified definition of cultural responsiveness. We will extend instruction time by 3 hours each week (1.5 hours, 2 days each week) to provide reading and math personalized learning and enrichment opportunities (including clubs such as Chess, Chorus, Dance, etc.). Evidence-based per ESSA programs Success Maker for Math (Level 2) and Imagine Learning for Reading (Level 2) will be used to propel student learning for students in need of intervention support.

ATTACHMENTS
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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

• Our student attendance rate is 94.5% • Our mobility rate persisted at 44% and of the 127 students who took the KPREP, 35% of students were enrolled less than 1 year, and 65% of tested students were enrolled less than 2 years. • Average teacher attendance rate 93.9 • Average teacher experience in grades 3-5 less than 5 years, 50% of teachers in 3-5 in first year at the grade level

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

All stakeholders are invited to share in school improvement planning and work to study problems, analyze data, and determine next steps for improvement. Work groups meet as follows: PLC's and the Administrative Leadership Team meets weekly, the SPS and School Advisory Council meets monthly, the ILT & ELT leadership teams meet twice each month, and additional stakeholder groups meet each semester. All certified staff members participate in data analysis meetings after each benchmark cycle (fall, winter, and spring) and after state scores are received in the fall. Teachers recommend instructional program and professional development changes based on key findings from data analysis and as part of our yearly needs assessment survey. Minutes of our meetings are stored on SharePoint for easy access by all stakeholders and the principal shares progress with outside stakeholder groups as part of our meeting agendas.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the percentage of students of poverty who are proficient or distinguished in math from 28% to 35% and in reading from 27% to 34% by 2018-2019 as measured by state assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

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 (Documentation of Evidence-based Teaching Practice is uploaded in platform) to ensure students are provided opportunities to practice and receive explicit feedback (.70) as part of the instructional process. 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 practice of intentional vocabulary instruction (Hattie .62). Professional learning will be job embedded monthly.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Gap Goal Workbook	Gap goal workbook.	III
Harrison Champs Survey	Student Culture and Climate Survey Fall 2018	I
SIP Workbook	Workbook including trend data.	I

Phase Three: Executive Summary for Schools_12182018_18:10

Phase Three: Executive Summary for Schools

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Last Modified: 01/07/2019
Status: Open

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Phase Three: Executive Summary for Schools

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, 96% 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: 62% African American, 28% white, 9% Hispanic, and 3% other. Our school was redistricted in 2015 at which time we lost over 100 students from our school and our staff was reduced by 9 positions. Enrollment has decreased from a one time high of 410 to about 260 students. 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.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

The mission of Harrison Elementary School is to partner with students, families, and community members to ensure that all students achieve at their highest level in a positive and safe environment. The vision of Harrison Elementary school is, "Together... teachers, families, students, and community, a model school." Attached are our mission, vision, and belief statements.

ATTACHMENTS
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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.

Several notable achievements include: * In the spring of 2018, the Harrison Elementary STLP and Robotics team won 9 of 33 awards at the district STEM Fair including the following: 1st place Multimedia Product - Megan Sampson, 2nd place Multimedia Product - Charity McGhee, 2nd place Innovative Product - Jyran Bush, 2nd place Graphic Design - Jayla Washington, 2nd place Original Photo - DaeVion Longsworth, 3rd place Original Photo - Charity McGhee, 3rd place Video (Other) - The @ Project by Donise and Jayla. * Awarded Bronze status in our first full year of PBIS implementation. * We have continued our focus on college and career readiness including multiple community partnerships to provide mentoring programs such as our mentoring partnership with the University of Kentucky, the DARE program, the World Changer's Program, Junior Achievement and Biz Town, and expanded Career Day to include K-5 students. *Our community partnerships are notable for their impact on student achievement and the valuable opportunities provided our students every day including: the Real Men Read initiative with the LFUCG Police Department, Passport to Reading sponsored by Altrusa, reading and math Great Leaps mentors provided by Christ Church Cathedral, support for basic needs provided by Kiwanis International, the Orphan Society of Lexington and Broadway Christian Church, and countless partners who sponsor family nights providing food and supplies for family involvement at school. *The arts and humanities program at Harrison Elementary is also a source of achievement for our students who are provided a full curriculum of visual and performing arts with opportunities to perform for our community and to experience professional performances funded by support from our district and community partners. *The social emotional learning program at Harrison Elementary is comprehensive including a guidance counselor, social worker, and thanks to our partnership with UK and the Lexington Fayette Health Department, a mental health specialist, medical doctor, and nurse practitioner. *Our primary focus for improvement has been to increase reading achievement. In 2017-18, we implemented the district selected comprehensive reading program and adopted the Wonders reading program. *Our Title I Social Worker was selected as the 2018 Kentucky School Social Worker of the Year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 recognizes that 21st Century skills are crucial to the success of our students and their careers and for college preparation; thus, we have planned an intentional focus on implementing instructional stagies and learning resources that will help our children to become proficient not only in content areas but in critical thinking and problem solving. Further, we are proud of our emphasis on the arts and humanities. Through the support of district resources, community partnerships, and grants we have been able to provide our students with after school opportunities for mentoring, college and career readiness, extended learning through the ALL program, and after school enrichment clubs including chess, art, fitness, honor's chorus, STLP, and robotics.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Belief Statements	Belief Statements	
📄 Mission and Vision	Mission and Vision 2018	
📄 Mission with Christ Church	Mission Statement with Partner	
📄 Partnership with Altrusa	Mission with Altrusa	
📄 Partnership with Kiwanis	Mission	