

**SCHOOL NAME: HARRISON ELEMENTARY**

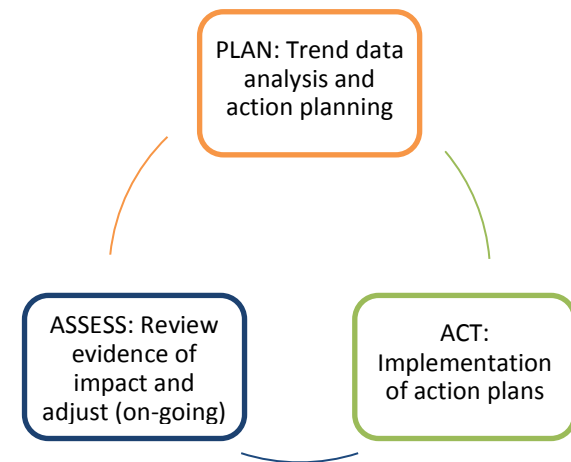
**PRINCIPAL: TAMMIE FRANKS**

**DATE: FEBRUARY 26-27, 2019**

## School Turnaround Plan: CE Focused Improvement Planning Process

The purpose of the Strategic Plan is to support schools in:

- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
- 4) Developing a set of actions for achieving the strategic initiatives, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.

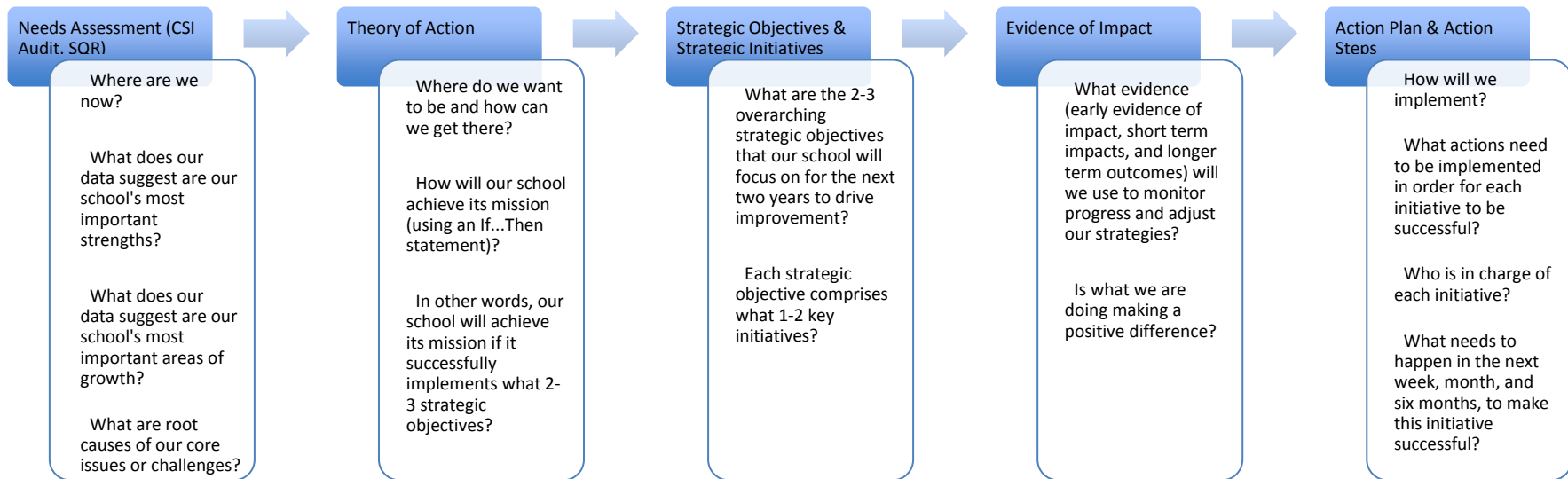


We will revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, and plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

## OVERVIEW OF THE STRATEGIC TURNAROUND PLANNING PROCESS

The

recommended steps to be taken during the development and implementation of a strategic plan mirror the steps of a cycle of continuous improvement. The goal is that the strategic plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:



## SECTION 2: SCHOOL MISSION, CORE VALUES AND THEORY OF ACTION

### MISSION STATEMENT

*Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.*

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.

### CORE VALUES

*How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission*

- Students first.
- Victory is in the classroom.
- Leadership, capacity building, shared accountability, and collaboration for results are keys to success.
- Families are our partners.
- It takes an entire community to ensure the success of our public schools.

### THEORY OF ACTION

*What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an “if...then” statement.*

If we ensure students are clearly informed of learning expectations and standards of performance, are authentically engaged in the learning process, are provided feedback that moves learning forward and we collaborate with families to provide wrap-around supports, then every student will exceed a year of growth in reading and mathematics and achievement gaps will close as measured by school, district, and state assessments.

### INTENDED STRATEGIC OBJECTIVES

*The coherent group of overarching goals and key levers for improvement that will achieve the mission.*

**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)**

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, CRTL, & 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 analyse 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)**

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, CRTL & PLC’s, Extended Learning).

## Harrison Elementary Comprehensive School Improvement Turn Around Plan Summary

<p><b>Improvement Priority 1:</b> 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. <b>(Standard 1.3)</b></p>	<p><b>Improvement Priority #2:</b> Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyse data and use findings to make curricular decisions and adjust instructional practices to meet student academic needs. <b>(Primary Standard 2.7; Secondary Standard 2.5)</b></p>
<p>Harrison Elementary will be restructuring its resources and support services to meet the needs of all learners and ensure that all students have access to the same outlined, high expectations. To support the assurance that all students have the knowledge, skills, and dispositions for future success, we will develop a model to continually assess, review, and revise school curricula based on student needs by developing a clearly defined process for MTSS, a program of services grid, and handbook for teachers. To maximize instructional effectiveness and increase student achievement, Culturally responsive teaching strategies known to positively impact learning for students of multiple demographics and with multiple learning needs will be implemented schoolwide as evidenced by the ongoing research of Hattie and his Visible Learning Associates <b>(IP1, EPB Hattie &amp; CHETL)</b> Including the ESSA Level 1 Evidence-based Culturally Responsive Teaching and Learning Strategy of Direct Instruction (.60) to ensure students are provided opportunities to practice with scaffolding provided (.82) and receive explicit feedback (.70) as part of the instructional process.</p>	<p>Harrison Elementary will implement the DuFour model for professional learning communities where teachers work together to achieve their collective purpose of learning for all. Every teacher will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of turnaround efforts will target curricular and instructional adjustments based on assessment data and identification of a problem of practice. <b>(IP 2, EBP PLC's)</b></p> <p>Harrison Elementary will maximize opportunities for student learning provided by an extended calendar and school day to provide opportunities for evidenced based instruction in reading and math; further, to increase deep motivation (.69) for academic success, we will extend learning opportunities, add enrichment experiences to support curricular discussions, and provide social emotional programming and wrap around services (IP 1, EBP CRTL). To maximize student achievement, we will utilize the evidence based strategies of direct instruction (.60), Marzano's metacognitive strategies (.69), problem solving (.61), classroom discussion (.82), and worked examples (.57) in reading and/or math as researched by Hattie and his Visible Learning Associates; additionally, we will utilize the ESSA Level 1 programs, Success Maker Math and Imagine Learning for reading to extend learning and provide additional individualized instruction.</p>

## SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

### Guidelines

Each team will complete an Action Plan Template below for one of the 2-3 strategic objectives.

- The strategic objectives may be decided based on your school’s unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

**Step #1:** In collaboration with your group members, identify the 2-3 strategic objectives that your school will focus on in the next three years to drive improvement.

**Step #2:** Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

**Step #3:** Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

**Step #4:** Determine a set of action steps.

- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, and materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Element	Definition
<b>Strategic Objectives</b>	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
<b>Strategic Initiatives</b>	The projects and programs that support and will achieve the strategic objectives, and lead to substantial gains in student learning.
<b>Long Term Outcomes</b>	The expected results at the end of three years: what they will be, how they will be measured, and when they will occur. For example, in Year 2, reduce the math achievement gap for English Language Learners by 25% as measured by the end of year proficiency exam.
<b>Evidence of Impact</b>	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of the ESL teachers’ classrooms between October and May.

<b>Improvement Priority 1 - Strategic Objective #1</b>				
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.				
<b>Which district goal(s) does this strategic objective align to?</b>				
Excellent Schools				
<b>Initiative #1</b>				
Develop a system that consistently uses current and relevant data in a clearly defined process to monitor and adjust instruction to ensure individual learners need and the system's learning expectations are met (MTSS).				
<b>Long Term Outcomes (after Year 3)</b>				
Increase the percentage of students who are proficient or distinguished in reading and math from 28% to 64% by the year 2023 as measured by state assessment.				
<b>Early Evidence of Impact (monthly):</b>		<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>	
Students are receiving services based on individual needs as indicated by data.		Reduce the number of students at Tier 2 and Tier 3 by 10%.	Increase the percentage of students who are proficient or distinguished in reading and math from 28% overall to 35% overall by May 2020 as measured by state assessment.	
<b>Year 1 Action Steps</b>		<b>Lead</b>	<b>Resource Requirements</b>	<b>Completion Date</b>
Harrison Elementary will restructure resources and support services to meet the learning needs of all learners and ensure that all students have access to the same outlined, high expectations. To support the assurance that all students have the knowledge, skills, and dispositions for future success, we will develop a model to continually assess, review, and revise school curricula based on student needs by developing a clearly defined process for MTSS, a program of services grid, and handbook for teachers. Additionally, teaching strategies and interventions known to positively impact learning for students with multiple learning needs (effect size .77) will be implemented schoolwide as evidenced by the ongoing research of Hattie and his Visible Learning Associates ( <b>IP1, EPB Hattie &amp; CHETL</b> ).		SBIS Principal PGES Coach	<p>Digital platform form collecting, monitoring, and analysing data developed by school leadership.</p> <p>Provide professional learning in the district MTSS process and the school based system for collecting, and analysing data to adjust tiered instruction include the MTSS handbook, FAST assessment protocols and administration.</p> <p>Collaborate with district MTSS staff to provide leadership and teachers with professional learning regarding the MTSS Handbook, flow chart of decision rules and assessments, roles and responsibilities of school staff and teachers in tiered instruction, data collection and problem solving.</p> <p>Provide Professional Learning in assessment literacy including progress monitoring and data analysis for advancing student learning.</p>	May 2019

		<p>Allocate school and district funds to provide intervention teachers in response to student trend data and current achievement data including the average mobility and other non-academic data, KPREP achievement and growth, MAP reading and math, and FAST data.</p>	
<p>Design and deliver tier 1 instruction that is aligned to core standards and is informed by multiple data sets (KPREP, MAP, CBM).</p> <p>Design and deliver tiered instruction utilizing the ESSA Level 1 Evidence-based Culturally Responsive Teaching and Learning Strategy of Direct Instruction (.60) to ensure students are provided opportunities to practice with scaffolding provided (.82) and receive explicit feedback (.70) as part of the instructional process.</p> <p>Teachers and instructional leaders will create a horizontal map aligning tier 1 programs for reading and math to revised core standards as part of the collaborative PLC's and professional learning (IP 2).</p> <p>Deliver evidence based interventions and supports that match student deficits as indicated by multiple data sets and monitored using program assessments, diagnostic, and benchmark progress data.</p> <p>Practice-Teachers will administer the MAP assessment in reading and math as the universal screener. Teachers will create and administer benchmark assessments in science, social studies and writing. The teachers will disaggregate the data, and provide Tier 1 intervention for students not mastering grade level standards.</p> <p>For those students falling below the benchmark, the FAST assessment will be used as the diagnostic screener and will be used to inform intervention for tiers 2 and tier 3. Evidence based program assessments will also be used to monitor progress toward goals.</p> <p>The Instructional Lead Team and SBIS will compile and analyse MAP benchmark data as well as monthly progress data to inform next steps for tiered instruction and determine progress toward goals for individual students as indicated by the MTSS protocol.</p>	<p>SBIS Interventionists Teachers ILT Principal</p>	<p>Provide ESSA level 1 evidence based intervention programs including Imagine Learning, Success Maker math, and _____.</p> <p>Provide professional learning in the application and monitoring of evidenced based programs for intervention.</p> <p>Provide professional learning in the application of multiple data sets (KPREP, MAP, CBM) for planning individualized instruction.</p> <p>Provide professional development around the revised core standards.</p> <p>Completed horizontal map aligning core programs to standards and identifying effective instructional strategies for all students (Wonders, Investigations + the EnVisions math program).</p>	<p>August 2019</p>

**Year 2 Anticipated Action Steps  
Improvement Priority 1- Strategic Objective #1**

Strategic Initiative	Anticipated Action Steps
Develop a system that consistently uses current and relevant data in a clearly defined process to monitor and adjust instruction to ensure individual learners need and the system's learning expectations are met (MTSS).	<ul style="list-style-type: none"> <li>• Monitor the impact of the MTSS protocol and revise the process accordingly</li> <li>• Provide MTSS Refresher Training</li> <li>• Feedback survey staff to determine effectiveness, necessary changes, and staff needs</li> <li>• Evaluate evidence based interventions and determine impact on student achievement and possible revisions.</li> </ul>

**Year 3 Anticipated Action Steps  
Improvement Priority 1 - Strategic Objective # 1**

Strategic Initiative	Anticipated Action Steps
Develop a system that consistently uses current and relevant data in a clearly defined process to monitor and adjust instruction to ensure individual learners need and the system's learning expectations are met (MTSS).	<ul style="list-style-type: none"> <li>• Monitor the impact of the MTSS protocol and revise the process accordingly</li> <li>• Provide MTSS Refresher Training</li> <li>• Feedback survey staff to determine effectiveness, necessary changes, and staff needs</li> <li>• Evaluate evidence based interventions and determine impact on student achievement and possible revisions.</li> </ul>

**Improvement Priority # 2 - Strategic Objective #1**

**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 analyse 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)**

**Initiative #1**

Sustain a systematic approach for the design and delivery of instruction for all students. (PLC's)

**Long Term Outcomes (after Year 3)**

Increase the percentage of students who are proficient or distinguished in reading and math from 28% to 64% by the year 2023 as measured by state assessment

Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
The professional learning community agenda reflect the implementation of the plan-do-study-act process.	Lesson plans include the selection of instructional strategies chosen in response to data as part of the collaborative planning process.	Increase the percentage of students who are proficient or distinguished in reading and math from 28% overall to 35% overall by May 2019 as measured by state assessment

Year 1 Action Steps	Lead	Resource Requirements	Completion Date
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<p>Harrison Elementary will be implementing the DuFour model for professional learning communities where teachers work together to achieve their collective purpose of learning for all. Every teacher will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of turnaround efforts will target curricular and instructional adjustments based on assessment data and identification of a problem of practice. <b>(IP 2, EBP PLC's)</b></p>	<p>Principal PGES SBIS</p>	<p>Provide professional development in the Professional Learning Communities at Work process.</p> <p>Professional Development will include participation in the Professional Learning Communities at Work conference by school instructional leaders in June 2019 and teachers throughout the 2019-2020 and 2020-2021 school years. Ongoing job embedded development will be provided by the Cambridge Education group.</p>	<p>May 2020</p>
<p>Process- The leadership team will revise the common PLC protocol to include the plan-do-study-act cycle. The protocol will include the following components: 1. Congruence between standards, targets, activities and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to aide in documented curricular and instructional adjustments based on assessment data and identification of problem of practice. <b>(IP 1 and 2, EBP PLC's and CHETL)</b></p>	<p>Principal PGES SBIS</p>	<p>Revised master schedule to allocate common planning for horizontal collaboration daily, and professional development allocating professional learning time for vertical collaboration.</p>	<p>July 2019</p>
<p>Practice- Teachers will strategically plan lessons to incorporate evidence-based instructional strategies (Hattie) daily that promote active student engagement including CRTL, Direct Instruction (.60), providing feedback (.70), teacher clarity (.75), and questioning to advance student learning (IP 2, EBP Hattie, CRTL). The administrative team will monitor and provide feedback on the strategic selection and effective use of evidence based instructional strategies through monthly walkthroughs, lesson plan review and PLCs <b>(IP 2, EBP Hattie, CRTL, CHETL)</b>.</p>	<p>Principal SBIS PGES Coach</p>	<p>Practice: Develop/refine the instructional walkthrough tool to include CRTL, high-yield strategies, and evidenced based practices as part of the PLC process to increase teacher efficacy. School leadership will utilize the walkthrough tool for monitoring the implementation of instruction and assessment. Administration and instructional leaders will share monitoring data via weekly newsletter, staff meetings, and PLC's; additionally, teachers will be provided feedback individually via coaching conference or Email.</p> <p>Practice: Lesson Plan templates will be developed and formatted to include the CRTL and high-yield instructional strategies as part of the PLC process.</p> <p>Practice: Leadership will monitor adherence to the instructional schedule and implementation of planned lessons and provide frequent specific feedback regarding implementation of instructional plans and professional learning.</p>	<p>May 2020</p>

<p>Strategy: Ensure appropriate assessment design is used to best evaluate the level of student learning (selected response, written response, performance assessment, personal communication).</p> <p>Practice-Teachers use backwards design to create common formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. PLC longitudinal data can be used to determine backwards design on units that show weakness</p> <p>Teachers ensure daily formative assessment measures occur within lesson planning practices to include “Before, During and After” learning as part of the CRTL best practice of Direct Explicit Instruction. Teachers ensure instructional modifications are made based upon evidence gathered from these measures.</p>		<p>Provide professional development in assessment literacy utilizing Cambridge Education group. Allocate professional development days and PLC time to design learning targets, success criteria, and formative and summative assessments.</p> <p>The Instructional Leadership Team will compile and analyze schoolwide data to determine progress toward goals and evaluate the impact of professional development on instruction and achievement.</p>	
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Improvement Priority 2 - Strategic Objective #2			
Objective 2: Align resources to provide wrap around services and supports for academic differentiation and social emotional learning			
Initiative #2			
Provide extended learning for reading and math and time for extension and enrichment activities to close the achievement gap and deepen motivation and engagement for all students.			
Long Term Outcomes (after Year 3)			
Increase the percentage of students who are proficient or distinguished in reading and math from 28% to 64% by the year 2023 as measured by state assessment			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
School calendar and master schedule reflect extended learning time.	Benchmark data indicates a 5% increase in the number of proficient students.	Increase the percentage of students who are proficient or distinguished in reading and math from 28% overall to 35% overall by May 2020 as measured by state assessment	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
<p>Harrison Elementary will maximize opportunities for student learning provided by an extended calendar and school day to provide opportunities for evidenced based instruction in reading and math (IP 1, EBP CRTL).</p> <p>Maximize opportunities provided by calendar adjustments to provide professional learning in evidenced based instructional strategies including: CRTL, Marzano, Hattie, &amp; PLC’s. Professional Learning will include release time for collaboration, peer observation and coaching.</p>	Principal/ Chief	<p>Utilize School Improvement and district funds to provide staffing for extended day and calendar and a comprehensive school based plan.</p> <p>Utilize a master schedule providing student access to comprehensive curriculum of enrichment and extension activities and accommodate job-embedded professional learning and collaboration.</p>	March 2019

		<p>Maximize opportunities provided by calendar adjustments to provide professional learning in evidenced based instructional strategies including: CRTL, Marzano, Hattie, &amp; PLC's. Professional Learning will include release time for collaboration, peer observation and coaching.</p> <p>Utilize district funding to allocate resources including: staffing, transportation, food services and communication and provide the following:          Social Emotional Learning curriculum          Intervention Staff          Integrated Arts Staff          Enrichment Programming and Extension Opportunities</p>	
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<b>Improvement Priority 2 - Year 2 Anticipated Action Steps</b> <b>Strategic Objective #1</b>	
<b>Strategic Initiative</b>	<b>Anticipated Action Steps</b>
Sustain a systematic approach for the design and delivery of instruction for all students. (PLC's)	<ul style="list-style-type: none"> <li>• Review and revise CSIP needs assessment and Turnaround team feedback to determine staff professional development needs</li> <li>• Use data to evaluate the impact of school-wide strategies and resources to inform and adjust the PD plan</li> <li>• Revise mapping of standards to align curriculum to new standards in ELA and math</li> <li>• Create formative assessments aligned to standards</li> <li>• Plan training for teachers and staff around deconstructing reading and math standards and provide standards deconstruction for teachers and staff.</li> <li>• For new teachers: Provide professional development in the DuFour Professional Learning Communities at Work process including:</li> <li>• Refine and evaluate process as data is reviewed to determine the impact of turnaround efforts on teacher capacity and student learning.</li> </ul>

<b>Improvement Priority 2- Year 3 Anticipated Action Steps</b> <b>Strategic Objective #1</b>	
<b>Strategic Initiative</b>	<b>Anticipated Action Steps</b>
Sustain a systematic approach for the design and delivery of instruction for all students. (PLC's)	<ul style="list-style-type: none"> <li>• Review and revise CSIP needs assessment and Turnaround team feedback to determine staff professional development needs</li> <li>• Use data to evaluate the impact of school-wide strategies and resources to inform and adjust the PD plan</li> <li>• Revise mapping of standards to align curriculum to new standards in ELA and math</li> <li>• Create formative assessments aligned to standards</li> <li>• Plan training for teachers and staff around deconstructing reading and math standards and provide standards deconstruction for teachers and staff.</li> <li>• For new teachers: Provide professional development in the DuFour Professional Learning Communities at Work process including:</li> </ul>

	Refine and evaluate process as data is reviewed to determine the impact of turnaround efforts on teacher capacity and student learning.
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<b>Year 2 Anticipated Action Steps</b> <b>Improvement Priority 2 - Strategic Objective # 2</b>	
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<b>Strategic Initiative</b>	<b>Anticipated Action Steps</b>
Provide extended learning for reading and math and time for extension and enrichment activities to close the achievement gap and deepen motivation and engagement for all students	<ul style="list-style-type: none"> <li>District and school leadership will review data to determine ROI and make data-based decisions regarding needed revisions and adjustments.</li> </ul>

<b>Year 3 Anticipated Action Steps</b> <b>Improvement Priority 2 - Strategic Objective # 2</b>	
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<b>Strategic Initiative</b>	<b>Anticipated Action Steps</b>
Provide extended learning for reading and math and time for extension and enrichment activities to close the achievement gap and deepen motivation and engagement for all students	<ul style="list-style-type: none"> <li>District and school leadership will review data to determine ROI and make data-based decisions regarding needed revisions and adjustments.</li> </ul>