

# Harrison School 2026 Instructional Program Review



Annual Instructional Program Reviews: Elevating Education in Cañon City Schools

Each year, Cañon City Schools (CCSD) embarks on its annual Instructional Program Reviews (IPR), a comprehensive process designed to promote self-reflection, growth, and excellence in education. Running from January to March, the IPR highlights CCSD's dedication to continuous improvement and transparency. By engaging diverse stakeholders and focusing on nine critical areas, the IPR fosters collaboration, celebrates successes, and identifies opportunities for progress.

The IPR follows a consistent rubric aligned with CCSD's Vision and Mission, ensuring a fair and thorough evaluation of each school's instructional programs. This rubric provides schools with the opportunity to showcase their achievements and innovative practices while addressing areas for growth. Schools prepare presentations, artifacts, and participate in an in-person review conducted by a team of dedicated reviewers.

The IPR process not only assesses individual schools but also informs the district's overall performance. The findings are shared with the broader community to ensure accountability and transparency. Furthermore, each school's results contribute to its School Performance Framework (SPF), influencing evaluation ratings and shaping improvement planning. The collaborative nature of the IPR is one of its greatest strengths, relying on the contributions of various participants:

- District Administration Team
- CCSD School Board Members
- Building Principal Peers
- Compass Committee/Community Members
- Student Alumni Representatives

In advance of the school visits, surveys conducted with families, staff, and students enhance the process, providing feedback on climate, culture, and practices. Staff self-evaluations before the visit encourage reflection and alignment with IPR goals.

The IPR day is carefully structured to ensure an impactful and efficient review. The review team begins by meeting at the school to establish objectives and review the day's schedule. School leaders present key data, artifacts, and accomplishments across ten domains, which include curriculum materials, professional development efforts, and examples of student work. These artifacts offer insights that cannot always be captured through classroom visits alone.

Classroom observations play a key role in the review process. Reviewers are divided into small groups to observe instructional practices in action. These brief but focused visits allow reviewers to gather evidence, evaluate practices, and assign scores for each domain.

Following the observations, the IPR team meets to analyze the collected data and compile a detailed feedback summary. The Superintendent finalizes the narrative, which is shared with the building principal to guide the school's Unified Improvement Plan. At the district level, the Compass Committee reviews the collective findings to inform strategic priorities. A summary report is also shared with the public, reinforcing CCSD's commitment to transparency.

The IPR evaluates nine essential areas critical to student success and school effectiveness:

1. Climate, Culture, Vision, & Purpose
2. Student Health and Social-Emotional Wellness
3. Innovative Instruction
4. Equity of Opportunity
5. Opportunities for Learning
6. Effective Assessment Practices
7. Improvement of Instruction and Learning
8. Support for Positive Student Behavior
9. Resource Acquisition and Safe Learning Environments

The IPR is not merely an evaluation—it is a celebration of the outstanding work happening across Cañon City Schools. By uniting educators, leaders, students, and the community, CCSD reinforces its commitment to fostering an environment that inspires *“Learning for Life.”*

### How We Calculate Ratings

|                           |                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------|
| <b>INEFFECTIVE</b>        | Means this school scored between 0% and 30% and is performing at the INEFFECTIVE level         |
| <b>SOMEWHAT EFFECTIVE</b> | Means this school scored between 31% and 49% and is performing at the SOMEWHAT EFFECTIVE level |
| <b>EFFECTIVE</b>          | Means this school scored between 50% and 89% and is performing at the EFFECTIVE level          |
| <b>HIGHLY EFFECTIVE</b>   | Means this school scored AT 90% or above and is performing at the HIGHLY EFFECTIVE level       |

Performance cut scores are designed to mirror those used in Colorado's School Performance Framework accreditation rating system. This Instructional Program Review process replicates Colorado's in the way it is scored, ***but not in what is measured.***

## About Harrison School

At Harrison School, we believe in every child's potential for success and are dedicated to helping students, families, and staff achieve their goals. Located just north of town, Harrison School has served students in kindergarten through 8th grade for almost 20 years. We take pride in fostering a strong sense of community by creating meaningful and engaging learning environments.

Our staff is committed to building positive and supportive relationships with all students, and these relationships are the foundation of everything we do at Harrison. When students feel connected to their school and teachers, they feel safe and are more willing to engage deeply with their learning. Since many students stay with us for nine years, from kindergarten through 8th grade, our staff can grow with them, meeting individual needs and fostering student success.

Built in 2006, Harrison School currently serves just over 500 students with around 100 staff members. The beautiful building features an open concept, including a lovely commons space and community gathering room. Grade levels are organized into "pods" with shared spaces for student and staff collaboration.

Our teachers and staff demonstrate their dedication by ensuring every child develops the necessary skills and traits for success. Our exceptional counseling team provides both classroom instruction in social and emotional skills and individualized support to meet students' needs. Intensive reading support is provided in the early grades, setting a strong foundation for student success from the beginning. This is achieved through a deliberate process of evaluating individual student data and developing targeted plans to address their needs, which has been shown to increase student engagement and achievement across the board.

Harrison School offers a variety of after-school programs designed to keep students engaged and provide new avenues for success. These include football, volleyball, cross country, basketball, wrestling, softball, and track for students in grades 6-8. We also have a vibrant computer coding club, a drama club, and several student leadership groups that offer excellent opportunities for growth. After-school homework clubs provide students with extra support in a fun environment. At Harrison School, we believe every child deserves respect and care. We strive to create learning communities that build students' sense of self, well-being, and confidence. We encourage our students to take risks in their learning, grapple with challenging questions, and take appropriate risks in finding solutions, fostering resilience and responsible lifelong learning.

We understand that nurturing healthy children requires surrounding them with supportive adults who hold high expectations. At Harrison K-8 School, our passion is student growth, and that passion is evident in our daily work.

## **Section 1: Focus on Climate, Culture, Vision, and Purpose**

### **School Reflection**

Harrison School has established a highly effective and cohesive learning environment grounded in a clearly articulated vision, a unified culture, and sustained leadership. Three years of consistent administrative leadership have resulted in aligned expectations, shared professional language, and a staff-wide commitment to the school's mission and vision. This intentional consistency has allowed Harrison to personalize its direction while maintaining clarity and coherence across elementary and middle school settings. House Team assemblies, Hawk Squawks, and cross-grade culture-building activities intentionally bridge elementary and middle school experiences, ensuring a seamless, unified school identity. Recognition systems such as *Hawk of the Month* are purposefully aligned to the school's vision, reinforcing shared values and celebrating students who exemplify them.

Harrison's work is deeply aligned with and actively supportive of the district's Core Beliefs. The social-emotional needs of all students are prioritized through the Choices curriculum, a focus on non-exclusionary practices during All-Staff Collaboration, and the guiding principle of *Every Student, Every Day*. Professional learning, including Mr. Stewart's PD at the district PD Fair, has further strengthened staff capacity to center emotional well-being as the foundation for learning.

Learning growth is emphasized through intentional risk-taking opportunities, particularly at the middle school level, where clubs, classroom practices, and the *Making Thinking Visible* book study promote process over product. Future-focused decision-making is evident through the continued implementation of AVID, while the belief that "what's good for kids" guides PBIS integration, BOY and MOY rotations, and the consistent use of Safe, Kind, and Responsible behaviors across the building.

Instruction in district-identified traits and skills is explicit, observable, and measurable. Traits and Skills are embedded into daily learning targets, morning announcements, and dedicated instructional time, including elementary Morning Circle Ups and a middle school Traits and Skills class. Students actively apply these skills through leadership opportunities such as Hawk Assemblies—planned and led entirely by students—and service-oriented events like the student-initiated Valentine's Dance benefiting Loaves and Fishes. Visual reminders, such as pod-based skill posters and Trait Tickets, reinforce expectations and provide tangible measures of success.

Student success at Harrison is clearly defined and future-oriented. A successful Harrison student is Safe, Kind, Responsible, a risk-taker, and future-focused. Through the voluntary Buildership Team, staff engaged in deep reflection around the question, “What are we building at Harrison?” This work resulted in a mutually agreed-upon grading policy and a shared vision of student success that aligns instructional practices with what students need to thrive beyond the classroom.

School procedures at Harrison are clearly communicated, explicitly taught, and equitably enforced. Expectations are consistently visible throughout the building and revisited regularly through PBIS rotations, BOY and MOY reviews, and classroom instruction. Safety protocols for drills are communicated with precision, and middle school orientations ensure families understand systems and expectations. The *Every Student, Every Day* framework, supported by No-Nonsense Nurturer practices and M-V-P (Movement, Voice, Participation) directions, provides a structured, predictable environment that supports both academic and behavioral success.

Harrison actively promotes tolerance and inclusivity through curriculum, relationships, and restorative practices. Multiple texts and counselor push-ins provide authentic opportunities to explore diversity and acceptance. Staff consistently honor student identities, including names, pronouns, religious beliefs, and family structures. Behavioral data from Infinite Campus demonstrates the use of restorative conversations, reflecting a commitment to repairing harm and building understanding rather than exclusion. Class culture projects and grade-level culture builders further ensure that every student feels seen, respected, and comfortable participating.

Family engagement is a cornerstone of Harrison’s culture. The school maintains transparent, multi-channel communication through SchoolStatus Connect, the Hawks Nest Newsletter, and weekly administrative updates. Families are invited into the life of the school through PTO involvement, parent dinners, Field Day, assemblies, concerts, and seasonal events. Targeted outreach ensures meaningful engagement for SpEd and GATE families, strengthening partnerships that support student learning and growth.

Collectively, these efforts demonstrate that Harrison School is a reflective, intentional, and student-centered community. By aligning culture, instruction, procedures, and family engagement with district Core Beliefs and a clearly defined vision of student success, Harrison has created a safe, inclusive, and future-focused environment where every student is supported—academically, socially, and emotionally—every day.

### **Section Scores**

|    |                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------|
| HE | The culture, vision, and direction of the school are personalized, well-defined, and clearly supported by the staff.               |
| HE | No matter the personalized direction of the school, support for the district's core beliefs is evident and active.                 |
| HE | Instruction in the development of district-identified traits and skills is observable and measurable.                              |
| E  | Student success is well-defined, measured, and relevant to what we know about the future.                                          |
| HE | School procedures are clear, effectively communicated, and enforced equitably.                                                     |
| HE | There is evidence the school actively promotes civility and inclusivity.                                                           |
| E  | A quantifiable effort is made to engage parents in the development & implementation of the vision, UIP, and their child's learning |

### Compass Direction

- The Cañon City School District has seen a significant increase in the number of homeless families; nearly five-fold! By law, those families can choose any school they'd like to attend. Nearly all of those families choose Harrison because it is close to the local shelter. We have noticed the leaders and staff at Harrison never hesitate to help. The school opens its doors and supports every child sent their way!
- The school has set up common lessons for teachers to access to address the skills and traits in a methodical way.
- Harrison has worked with the district to create a self-assessment students can use regarding where they are in regard to acquisition of the targeted skills and traits. This is done across three multi-grade level bands and will be implemented in the near future.

## **Section 2: Focus on Student Health and Wellness**

### School Reflection

Harrison School maintains a strong, systemic commitment to student wellness, safety, and whole-child development through a well-defined Multi-Tiered System of Supports (MTSS) that meets regularly and responds proactively to the needs of at-risk students. Our Expelled and At-Risk Student Services (EARSS) programming is grounded in consistent, data-driven decision-making, with monthly reviews of behavior referral data, Behavior Intervention Summary Reports, and comprehensive tracking tools to determine appropriate levels of support for students at highest risk of exclusionary

practices. This work is strengthened through weekly solution-seeking meetings at the middle school level, weekly administrative PLCs, and the systematic use of the Full Circle referral process. A cognitive-skills-based threat assessment protocol, internal crisis intervention and postvention plans, and district-supported safety drills ensure a coordinated and effective response to students of concern. In addition, Harrison School employs automatic electronic communication monitoring through GoGuardian and actively teaches the Safe2Tell anonymous reporting system to upper elementary students, ensuring concerns are identified and addressed quickly and appropriately. Staff consistently address bullying through counselor reporting processes, restorative circles, and clear instruction distinguishing between isolated peer conflict and repeated bullying behaviors.

Holistic wellness is embedded into the daily instructional and cultural fabric of the school through a wide range of psychological, social-emotional, and life-skills support. Students across grades K–8 participate in the Zones of Regulation framework, supported by regulation stations staffed by trained paraprofessionals, mindfulness-based coping tools, and consistent positive behavior reinforcement through point sheets. Middle school students receive bi-weekly instruction through Choices classes focused on healthy nutrition, Maslow’s Hierarchy, and essential life skills, while healthy nutrition instruction is reinforced school-wide through cafeteria offerings and health-aligned curricula such as CKLA’s *Healthy Bodies* units. Annual social-emotional screening for secondary students, combined with daily check-ins for grades 6–8, ensures early identification of needs and timely follow-up interventions. Our programing provides targeted behavioral and skill-building support, while enrichment opportunities in instrumental music and the visual arts promote balanced development. Staff and students alike engage in mindfulness practices—including AVID-based affirmations, 4-7-8 breathwork, and reflective classroom routines—supported by professional development and PLC book studies such as *The Anxious Generation*. Through these aligned systems, Harrison School demonstrates a comprehensive, compassionate, and highly responsive approach to student wellness that bridges school, home, and the broader community.

#### Section Scores

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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | A well-defined MTSS (Multi-Tiered System of Support) structure exists and meets regularly to respond to the social-emotional and behavioral health needs of at-risk students and to develop comprehensive plans to address them. |
| HE | Instruction and services related to healthy nutrition are evident                                                                                                                                                                |
| HE | Twice annual social-emotional screenings of all students take place, including the application of appropriate follow-up intervention processes such as comprehensive social-emotional and behavioral health support.             |
| HE | A wide variety of psychological and social-emotional supports are available to students on campus                                                                                                                                |
| HE | Staff and student mindfulness practices are employed to promote social-emotional wellness                                                                                                                                        |

|    |                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | A cognitive-skills-based program in threat assessment effectively addresses the needs of students of concern                                                          |
| HE | An internal crisis intervention and postvention response plan is in place and is effectively implemented when necessary.                                              |
| HE | A comprehensive life skills curriculum is taught that addresses the dangers of substance use, seeks to curb violence, and supports student social-emotional wellness. |
| E  | Effective anti-bullying practices are in place, and it is evident staff quickly address bullying behavior and student safety.                                         |
| HE | An anonymous threat/concern reporting system is communicated to students and parents, and reports are quickly and appropriately addressed.                            |
| HE | Automatic screening of student electronic communications takes place and staff quickly and appropriately respond to all reported concerns.                            |

### Compass Direction

- The vast majority of classroom teachers stay in the room while the counselors are providing direct instruction. This has resulted in establishing Tier I, universal understanding of mindfulness practices. We encourage ALL teachers to grow in this realm.
- The middle school choices program has built an exceptional network of community partners for social-emotional and health topics. To further support the district's career connected learning goals, Harrison might look to replicate this model by bringing in industry-specific professionals (CTE, Trades, Local Business) to provide a similar real-world perspective on academic application and career pathways for middle schoolers.
- While the decrease in MS referrals suggests successful intervention, the school might implement a longitudinal tracking system to verify if students receiving solution seeking' support in 3rd–5th grade maintain stability in 6th–8th. Formalizing this data might justify the continued high-intensity staffing of the counseling team during future budget cycles

## Section 3: Focus on Innovative Instruction

### School Reflection

Harrison School anchors its instructional model in the District's Three Pillars—clear learning targets, intentional student engagement, and formative assessment—ensuring that instruction consistently aligns with district curriculum and targeted

skill development. District-provided curricular resources serve as the instructional backbone across content areas, while multiple assessment and benchmarking tools are used to monitor progress and inform instructional adjustments. Teachers actively participate in Instruction PLCs to maintain coherence in delivery and expectations, and middle school math instruction is further strengthened through ongoing collaboration with Carnegie representatives to ensure alignment between technology-based supports, assessment practices, and instructional rigor. Instructional leaders provide methodical feedback through formal “Glow and Grow” observations, with targeted coaching focused on learning targets, engagement strategies, and formative assessment practices, all conducted in alignment with district evaluation policy.

A culture of innovation and professional growth is intentionally cultivated, encouraging staff to take positive instructional risks to improve practice and student outcomes. Teachers implement Whole Brain Learning strategies, pilot new classroom systems, and refine instruction through structured peer evaluation and feedback cycles. Instructional flexibility is supported by encouraging staff to supplement district curriculum with relevant projects and instructional approaches such as “Read 3” and “Notice and Wonder,” fostering responsive teaching while maintaining curricular fidelity. This environment of collaborative risk-taking extends to student leadership opportunities, including student-led middle school clubs and morning announcements, which build confidence, ownership, and communication skills.

Students are provided with frequent opportunities to explore personal interests, talents, and future pathways through hands-on, applied learning experiences. Science instruction incorporates labs, dissections, hydroponics systems, and digital simulators, while technical exploration includes 3D design and printing, coding with micro:bits, and electronics and circuitry. Teachers intentionally leverage flexible learning environments—including outdoor spaces and AVID “Inside-Outside Circles”—to promote active engagement and deeper learning. Student choice is embedded through end-of-unit projects utilizing structured choice boards, allowing learners to demonstrate mastery in ways aligned to their interests and future goals. Middle school clubs held during the school day further expand access, increase student belonging, and reinforce career exploration without barriers to participation.

Harrison School is committed to open access and inclusive programming for students of all ability levels. Targeted intervention is delivered through WIN (What I Need) time using evidence-based tools such as Rewards, UFLI, Spire, LMLB, Lyrics2Learn, Amira, Boost, Zearn, Read Live, and Visualize and Verbalize to reinforce foundational skills. Para-educator support ensures students with higher needs can participate fully in both during- and after-school extracurriculars, while accessible science activities and “Towards Independence” programming promote engagement across learning levels. Financial barriers are intentionally removed through 21st Century grant funding, allowing equitable access to cheer, STEM, community service clubs, and Battle of the Books, all of which are scheduled during the school day when possible.

A wide range of arts and enrichment opportunities further supports whole-child development. All elementary students participate in grade-level musicals and concerts, with additional opportunities through choir, band, All-City ensembles, art club, cheer, and cultural events such as the Veterans Day Assembly. Teachers effectively leverage digital infrastructure—including 1:1 Chromebooks, Schoology, Google Classroom, Google Forms, IXL, and Freckle—to deliver instruction, collect real-time data, and engage students. Advanced instructional technologies, including student-facing AI tools and cutting-edge science equipment, enhance relevance and rigor. Through intentional leadership, inclusive access, and a commitment to student agency, Harrison School ensures every learner is equipped with the skills, experiences, and confidence necessary for future success.

#### Section Scores

|    |                                                                                                                                                                                                                                                                                                                                            |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | Instruction aligns with the district curriculum, and focuses on and measures the development of targeted traits and skill.                                                                                                                                                                                                                 |
| HE | Staff are encouraged to take positive risks to innovate and improve their instructional abilities                                                                                                                                                                                                                                          |
| HE | All students are encouraged to explore personal interests and talents and are provided opportunities to engage deeply in hands-on-learning.                                                                                                                                                                                                |
| E  | Instruction offers a wide range of choice, relevant to each child's future, allows them to explore and prepare for careers                                                                                                                                                                                                                 |
| HE | Open access to programs with appropriate supports is provided for students of all ability levels                                                                                                                                                                                                                                           |
| HE | Every student is provided with opportunities to participate in enrichment experiences                                                                                                                                                                                                                                                      |
| HE | Teachers effectively and appropriately utilize available technology resources to deliver instruction and engage students                                                                                                                                                                                                                   |
| HE | Instructional leaders provide methodical feedback to teachers, as outlined by district policy, aimed at improving the delivery of the curriculum and learning outcomes, with a particular focus on the district's Three Pillars of Instruction; learning target, plan for the engagement of students in learning, and formative assessment |

#### Compass Direction

- We appreciate the general quality of learning targets at Harrison. We also noted that the targets were referred to during lessons and instruction was aligned to the target.
- School leaders are able to address and promote the use of common instructional strategies with great confidence and consistency.
- There are wonderful examples of Teachers effectively utilizing technology to deliver instruction and engage students. The committee encourages continued growth and focus in this area.

- The committee feels more work can be accomplished ensuring all students are encouraged to explore their personal interests and are provided opportunities to engage deeply in hands-on learning.
- Please work toward providing more evidence that instruction offers a wide range of choices for students, is relevant to each child's future, and allows them to explore and prepare for emerging careers.

### **Section 4: Focus on Equity of Opportunity**

#### **School Reflection**

Harrison focuses on removing systemic barriers to ensure that every student, regardless of socioeconomic status, has full access to the school's educational and enrichment offerings. The building has operationalized this commitment through high-impact initiatives like the "Lacey Taxi," which eliminates transportation hurdles for students who would otherwise miss out on extended-day opportunities. Recognizing that basic needs are foundational to academic success, the counseling team maintains a hygiene care pantry and coordinates weekend food bags and an on-site food pantry. Furthermore, the school proactively addresses financial barriers by utilizing PTO funding for field trips and supplies, ensuring that all student populations—specifically those from low-socioeconomic backgrounds—can participate in every aspect of school life without the burden of program fees or equipment costs.

Academic equity is maintained through a support structure designed to foster inclusion in accelerated and advanced learning opportunities. We utilize WIN (What I Need) time, daily Visualization-Verbalization sessions, and targeted reading interventions to provide the necessary scaffolding for all learners to reach their potential. Notably, the school demonstrates a high rate of inclusion for low-socioeconomic students in gifted and enrichment programs. Harrison also offers Battle of the Books and the Homework Club to all students. This commitment to high expectations for all is further evidenced by specialized initiatives like the in-depth book study designed to provide accelerated learning opportunities for 6th–8th grade students in special education. By blending essential basic-needs support with rigorous academic intervention, Harrison School ensures that equity is an active practice rather than a passive goal.

Harrison School is deeply committed to ensuring that all students have equitable access to accelerated learning opportunities, supported by intentional structures that remove barriers and provide targeted academic scaffolding. Personalized WIN (What I Need) time is embedded within the master schedule to offer both enrichment and intervention based on individual student needs. Students are challenged through programs such as Battle of the Books, while daily

Visualization–Verbalization instruction strengthens language comprehension, reasoning, and critical thinking for learners who require additional literacy support. This approach allows students to access increasingly rigorous content while maintaining alignment with high academic expectations.

Equity of access is further reinforced through deliberate efforts to eliminate systemic barriers related to transportation, finances, and basic needs. The school has operationalized extended transportation options, including the “Lacey Taxi,” to ensure students can participate in after-school and extended-day programs. Financial barriers are proactively addressed through PTO-funded field trips and supplies, allowing all students to engage fully in educational experiences without out-of-pocket costs. Recognizing that student readiness is directly tied to basic needs, the counseling team maintains a hygiene care program, an on-site food pantry, and a Backpack Program that currently supports fifty-one students with weekend nutrition. The Homework Club provides a structured after-school environment where students have the time, supervision, and resources necessary to complete academic work successfully.

Harrison School demonstrates a strong commitment to inclusion by ensuring students from low socioeconomic backgrounds and students with disabilities are intentionally represented in advanced and gifted learning opportunities. Targeted reading interventions for grades 6–8, including Visualization–Verbalization, are used strategically to close skill gaps and prepare students for higher-level coursework. In addition, the school offers an advanced book study for students in special education, providing accelerated literary analysis and gifted-level engagement regardless of learning classification. These inclusive practices reflect the school’s belief that academic rigor and opportunity should not be limited by circumstance. By pairing basic-needs support with intentional access to advanced programming, Harrison School ensures equity is not an abstract value but a daily, measurable practice that supports success for every learner.

#### Section Scores

|           |                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>E</b>  | All students have access to accelerated learning opportunities with appropriate supports                                                                                                                                                                                       |
| <b>HE</b> | Barriers to participation in educational and enrichment programs are alleviated or eliminated to ensure all student populations have access to them. This included considerations for transportation, program fees, and purchase of required equipment, supplies and materials |
| <b>HE</b> | Evidence of a high rate of inclusion of low socio-economic populations in advanced and gifted learning opportunities                                                                                                                                                           |

#### Compass Direction

- Good examples of student access to accelerated learning opportunities with appropriate support are evident. We would like to see this at a broader level .

- While Harrison has successfully removed gatekeeping barriers to advanced and gifted opportunities, a good next step might be to track the performance and persistence of these subgroups within these rigorous tracks. This could ensure that access translates into mastery, and identify if additional support is needed for students transitioning into advanced coursework.

## **Section 5: Focus on Opportunities for Learning**

### **School Reflection**

Harrison School provides enrichment opportunities that extend learning well beyond the traditional school day while remaining accessible to all students regardless of interest level, need, or outside access to enrichment. The school offers a comprehensive middle school athletics program—including football, volleyball, cross-country, basketball, wrestling, track, and softball with A, B, and C teams—to maximize student participation. In addition, a wide range of clubs and activities such as Drama, Art (elementary and middle school), Tech Club, Band, Choir, Battle of the Books, and the Harrison STEM Club create multiple entry points for student engagement. To address transportation constraints and ensure equitable access, middle school clubs are embedded into the school day each Friday for a full hour. All middle school students participate in a club of their choice, with club offerings intentionally designed based on student roles—students voted on interests, resulting in the creation of sixteen unique clubs that reflect student passions and promote a strong sense of belonging.

Learning opportunities are intentionally structured to support all learners through both academic and enrichment pathways. Dedicated WIN (What I Need) time during the school day provides personalized support and enrichment, while inclusive academic supports such as elementary Homework Club and middle school tutoring sessions ensure students have access to help regardless of home resources. Performing arts opportunities, including evening concerts and elementary band and choir programs, emphasize confidence-building and public speaking, with every student given an active role. These structures ensure that enrichment is not reserved for a select group, but is a shared experience for the entire school community.

Harrison School actively encourages students to take healthy risks and pursue personal passions through creative, leadership, and service-oriented experiences. Students engage in leadership and performance opportunities through House Assemblies, middle school clubs, and music programs. Specialized offerings such as 8th-grade ceramics, multiple iterations of Cooking Club, weightlifting, and advanced art allow students to explore interests aligned to future goals.

Middle school art students collaborate on fused-glass projects that integrate entrepreneurship by designing, creating, and selling jewelry to fund materials. Students further demonstrate initiative through service projects in Traits and Skills classes and Passion Projects in Quarter 4, reinforcing ownership, creativity, and perseverance.

All enrichment and extended learning opportunities are aligned with the development of district-targeted traits and skills. Schoolwide recognition structures such as House Assemblies and “Hawk of the Month” awards reinforce positive behaviors, leadership, and character development. The WEB (Where Everybody Belongs) program provides authentic leadership opportunities, including organizing school dances, leading assemblies, and supporting 6th-grade transition follow-ups. Civic engagement is further strengthened through community service efforts such as Salvation Army bell ringing and fundraising events benefiting Loaves and Fishes. At the instructional level, the adoption of new writing assessments and the inclusion of a dedicated Traits and Skills class ensure that academic rigor and character education remain tightly aligned.

Learning opportunities at Harrison consistently deepen student understanding of core curriculum while connecting learning to real-world experiences. Applied learning experiences such as the Science Fair—open to all elementary students with materials provided upon request—CKLA guest speakers, and field trips enrich classroom instruction. Students engage in critical thinking through CNN 10 current-event analysis, argumentative writing units, and creative literacy projects like the “Magic Pencil,” which focus on social change. Guest speakers, including community members, CSU Extension representatives, high school mentors, and motivational speakers such as Sam Demma, further connect classroom learning to authentic contexts. Whether through river science fieldwork, entrepreneurial fundraising projects, or collaborative service learning, Harrison School ensures students are prepared not only academically, but also as confident, capable, and community-minded learners.

#### Section Scores

|           |                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>E</b>  | Programs extend or enrich learning opportunities for all students beyond the school day                                             |
| <b>HE</b> | Learning opportunities provided to students regardless of interest level, needs, or outside access to learning experiences          |
| <b>HE</b> | Learning opportunities encourage students to take healthy risks and pursue personal passions                                        |
| <b>HE</b> | Learning opportunities focus on the development of district targeted traits and skills                                              |
| <b>E</b>  | Learning opportunities deepen student knowledge and understanding of curricular content and provide them with real-world experience |
| <b>E</b>  | Learning opportunities exist within and beyond the regular school day                                                               |

## **Compass Direction**

- We appreciate the administration's effort to provide transportation to extend learning opportunities for students beyond the school day. This has resulted in noticeably increased participation.
- We'd like to see the staff's efforts toward rigor spread further throughout the building as it seeks to deepen student knowledge and understanding of curricular content.
- We've seen great progress when it comes to expanding learning opportunities beyond the regular school day. We encourage you to continue to expand on these efforts.

## **Section 6: Focus on Effective Assessment**

### **School Reflection**

Harrison School demonstrates strong, consistent practices in assessing student learning and measuring the development of district-targeted traits and skills. Teachers employ a comprehensive system of assessment tools—including STAR Math, STAR Reading, AR testing, and benchmark assessments—to monitor academic progress and inform instruction. These quantitative measures are complemented by well-established instructional frameworks such as CUPS for writing mechanics, OREO for opinion writing, Thinking Maps for cognitive organization, and formative strategies including Four Corners, frequent check-ins, and pre-assessments. Together, these practices provide timely, actionable data that supports instructional precision across content areas.

The use of clear rubrics and exemplars is a building-wide strength. Teachers consistently provide students with transparent success criteria through detailed project rubrics and models, including 8th-grade U.S. History "Declaration of Independence" projects, Physical Geography climate video assessments, 6th-grade Aztec choice projects, and the "Alone and Afraid" writing unit. Curriculum-aligned resources such as CKLA and AVID further reinforce consistency through standardized rubrics tied to class culture, Maslow's Hierarchy, and writing expectations. Elective courses, including music, utilize performance-based rubrics to ensure assessment practices remain rigorous and aligned to content-specific outcomes.

Assessment data is intentionally analyzed to refine instruction and improve student achievement. Professional Learning Communities regularly review DIBELS growth data, STAR results, and benchmark assessments to identify trends,

uncover misconceptions, and plan targeted re-teaching. Middle school math teachers, in particular, compare data sets across assessments to adjust pacing and intervention strategies. This data-driven culture ensures instructional decisions are grounded in evidence rather than intuition alone.

Students are increasingly engaged as active participants in the assessment process. In grades 6–8, special education students use baseline data to set SMART goals with bi-weekly progress monitoring, while middle school math students establish individualized STAR score targets and track growth across five assessment cycles using data trackers. Students also demonstrate learning through a variety of assessment formats, including formative checks, summative exams, project-based learning, and capstone experiences. Examples include the “Earth and Sky” choice-based projects, 6th-grade ELA capstones involving original book or poetry creation, 7th-grade Sumerian Civilization research presentations, science pre-tests, and Kagan-based formative strategies embedded in daily instruction.

Teachers further expand assessment opportunities by incorporating collaborative and non-traditional demonstrations of learning. Students engage in group research and presentation projects, 3D design and ELA research tasks, and peer-led instruction within the Rewards science curriculum. In many classrooms, students are expected to personalize rubrics, reflect on their work, and critique peers through WICOR-aligned rubrics, the 8th-grade River Project, and self-assessment tools such as the Art Craftsmanship Rubric. These practices promote metacognition, accountability, and ownership of learning.

Time and support for collaborative analysis of student learning are provided, though not yet equitably across the building. Middle school staff benefit from double-plan time that allows for both PLC collaboration and individual planning, supporting deeper data analysis and professional learning through book studies such as *The Anxious Generation* and *Making Thinking Visible*. At the elementary level, collaboration often occurs during personal planning periods, lunch, or solution-seeking meetings, highlighting an area for continued growth. The building has identified the need to explore master agreement and scheduling solutions to create more equitable collaborative time for all staff in a K–8 structure.

Overall, Harrison School demonstrates high efficacy in the technical and structural aspects of assessment while continuing to refine student-centered practices. Prompt, formative feedback—through real-time check-ins, progress monitoring, and occasional feedback from non-educators—is embedded across classrooms. As the school moves toward “Highly Effective” practice, the focus remains on expanding non-traditional assessments, deepening student ownership of learning, and strengthening collaborative structures so all teachers can analyze student progress with consistency and rigor.

### Section Scores

|    |                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------|
| HE | Sound practices for student assessment and measuring the development of key traits and skills are evident              |
| HE | Teachers create and provide rubrics and exemplars to students                                                          |
| HE | Teachers analyze assessment results to revise & improve instruction, with primary focus on growing student achievement |
| E  | Teachers use assessment data to engage students in the creation of student-centered growth targets                     |
| HE | Assessment is conducted in a variety of ways including formative, summative, & project-based                           |
| HE | When available and applicable, teachers use common assessments for given subject areas                                 |
| E  | Students have opportunities to show what they have learned through collaborative participation & non-traditional ways  |
| E  | Teachers expect students to personalize rubrics, reflect on their own work, and critique their classmates              |
| E  | Time resources and support are provided for teachers to analyze student learning progress together                     |
| E  | Prompt, formative feedback continually offered to students, aimed at growth, and occasionally offered by non-educators |

### Compass Direction

- There was clear evidence of student collaboration throughout the building and wonderful expansion of project-based learning.
- We love how 8th graders are engaged in rubric creation and evaluation, and we encourage the staff to expand this practice across more grade levels.

## Section 7: Focus on Improvement of Instruction and Learning

### School Reflection

Harrison is proud of the intentional systems we have built to foster a culture of continuous professional growth, shared leadership, and instructional excellence. A foundation of this work is our high-quality induction system, which pairs all new-to-the-district and beginning teachers with experienced master mentors. These partnerships are monitored and adjusted as needed to ensure strong instructional alignment, effective support, and long-term teacher retention. New staff also participate fully in the district's Induction program, reinforcing consistent expectations and early success.

Collaborative decision-making is embedded in the fabric of our building. Through a democratized leadership model, the Building Leadership Team (BLT) serves as a central forum for inclusive dialogue, shared problem-solving, and staff-driven initiatives. This structure empowers teachers to take ownership of school-level decisions and actively contribute to the direction of our instructional and cultural priorities. Teacher leadership is further cultivated through peer-led professional learning sessions and internal expertise, creating a sustainable model of growth from within.

Professional development at Harrison is intentionally varied, future-focused, and aligned to improving student outcomes. Staff engage in a wide range of learning opportunities, including CCSD PD Fairs, the Cost of Poverty Experience, “Stop the Bleed” safety training, Girl Drama and Lost Boys workshops, and national conferences such as *Reading in the Rockies*. Summer learning opportunities, including the AVID Summer Institute and the Innovative Schools Summit, further extend professional growth beyond the school year. Trauma-informed practices, No Nonsense Nurturing, and behavior de-escalation strategies—supported by EARSS consultants and led by in-house experts—ensure staff are equipped to meet the diverse academic, social, and emotional needs of our students.

Evaluation and feedback cycles are deliberately aligned with the CCSD Three Pillars of Instruction, ensuring coherence between professional learning, instructional expectations, and classroom practice. Teachers receive methodical support in integrating instructional technology through targeted training on Newline displays, curriculum-based technology tools, and interactive platforms such as Quizlet, Quizizz, Blooket, Gimkit, and Kahoot. Monthly middle school PLCs, led by Deanna Padilione, and additional elementary PD sessions ensure that technology is leveraged not as an add-on, but as a tool to enhance engagement, assessment, and real-time instructional decision-making.

Harrison School also strategically leverages outside expertise to strengthen instructional practice. Carnegie curriculum representatives provide on-site coaching and technical support for math instruction, while grant consultants from CLSD, ELG, and EARSS offer specialized guidance aligned to school priorities. District-level experts—including literacy, safety, behavioral health, and instructional technology coordinators—are utilized purposefully to meet building-specific needs.

Finally, while our professional development program is strong in pedagogy, technology, and student support, we have identified a strategic area for continued growth: equipping staff with more targeted tools and training to deepen parent involvement in student learning. As principal, I view this as an opportunity to strengthen the home-school partnership and further amplify the impact of our instructional work.

Overall, Harrison School's professional learning system reflects a deliberate balance of structure and flexibility, internal leadership and external expertise, and accountability and innovation—ensuring that adult learning directly translates into improved outcomes for students.

#### Section Scores

|    |                                                                                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | A high-quality induction system pairing new to the district and beginning teachers with master mentors is utilized and supported by school leadership.        |
| HE | An active building-wide collaborative decision-making process is in play and effectively used.                                                                |
| HE | Professional development activities are varied, future-focused, and aimed at growing student learning outcomes.                                               |
| HE | PD is focused on developing and sharing school-level expertise, growing teacher leaders, and providing opportunities for teachers to effectively collaborate. |
| HE | Ongoing professional development and evaluation feedback intentionally addresses and nurtures the CCSD Three Pillars of Instruction.                          |
| E  | Teachers are methodically supported in the use of available instructional technology resources.                                                               |
| HE | Outside expertise is solicited and utilized at an appropriate level.                                                                                          |
| HE | Professional development supports staff in addressing the diverse needs of learners.                                                                          |
| SE | The school provides professional development to staff in how to support parent involvement in student learning.                                               |

#### Compass Direction

- The staff is ready and anxious to learn and grow in multiple ways that provide them with more tools to address the unique needs of the students at Harrison School.
- Though some are emerging organically, there continue to be opportunities to grow teacher leaders by encouraging more to share their expertise within the building and at the district level.
- We encourage continued focus on supporting teachers in the use of available instructional technology resources, keeping the application of the SAMR model in mind.

- When the time is right, we encourage the school to provide professional development to staff in how to support parent involvement in student learning, as doing so will contribute to more positive student academic and behavior outcomes.

## **Section 8: Focus on Support for Positive Student Behavior**

### **School Reflection**

Harrison believes that our non-exclusionary approach to discipline effectively supports student safety, a positive learning environment, and long-term success. Our guiding principle is to keep students in class whenever possible, preserving instructional time while addressing behavioral needs through proactive and restorative practices. We utilize a tiered intervention framework that emphasizes redirection and reflection rather than removal, including a structured “three redirects to pod reflection” process prior to considering placement in ISS.

When students require additional support, individualized Behavior Intervention Plans (BIPs) are implemented, and referrals are made to district or outside Board Certified Behavior Analysts (BCBAs) to ensure interventions are evidence-based and responsive.

This work is strengthened by our Expelled and At-Risk Student Services (EARSS) programming, which relies on robust data-driven decision-making. Behavior referral data, Behavior Intervention Summary Reports, and a centralized data tracking tool are reviewed monthly to determine appropriate support levels for students at highest risk for exclusionary practices. These systems allow us to intervene early, monitor progress, and adjust supports to meet student needs while maintaining accountability and due process.

A cornerstone of our behavioral success is a sophisticated, schoolwide incentive system that rewards both individual self-control and collective responsibility. Students earn Hawk Feathers for demonstrating CCSD Skills and Traits, which can be redeemed at the student-managed Hawk Shop or saved for larger incentives such as McDonald’s lunch. Recognition programs including Hawk of the Week and Hawk of the Month reinforce positive behavior, while class-wide incentives—such as bean jars, “Beat the Teacher,” and Coffee House Fridays—build a shared culture of accountability and celebration. At the individual level, students track progress through punch cards, tickets, stickers, daily point sheets, and self-regulation data trackers that activate rewards when goals are met. Skills and Traits cards further reinforce expectations and are paired with positive home communication to strengthen the school-family partnership.

Preventative mindfulness practices play a critical role in supporting student self-regulation and reducing behavioral escalation. Students are explicitly taught breathing techniques and guided reset strategies, and classrooms are equipped with focus and regulation tools to support sustained engagement. Daily check-ins provide additional layers of support for students in grades K–8 who struggle with emotional regulation, allowing staff to intervene early and maintain a calm, focused learning environment.

When disciplinary policies are enforced, clarity, consistency, and due process are prioritized. A clearly defined behavior matrix establishes shared expectations, and staff use explicit “I notice/see/hear” language to reinforce boundaries and support student understanding of their rights and responsibilities. Students who experience disciplinary consequences continue to receive appropriate instruction through reflective learning opportunities such as pod reflections and targeted academic support, with specialized coordination for students in grades 6–8 who require additional services.

The success of these systems is evident in the observable behavior across campus. Students consistently model positive behavior, support peers during moments of challenge, and demonstrate empathy, responsibility, and engagement. From holding doors and inviting peers into groups to providing emotional support and clarifying instructions for classmates, student agency and kindness are embedded in daily interactions.

Instructional practices such as “narrating the positive” and reinforcing “Prompt, Prepared, Productive” habits further strengthen academic engagement and school culture.

Communication with families is frequent, transparent, and multi-faceted. Parents receive timely updates through phone calls, emails, SchoolStatus Connect messages, the school website, and the Harrison Facebook page. The Parent Portal provides 24-hour access to grades and eligibility information, while daily point sheets and positive behavior communication keep families informed of both progress and support needs.

Community-focused communication, such as donation and informational letters for initiatives like Coffee House Fridays, reinforces shared ownership of the school’s positive climate.

By combining restorative practices, preventative mindfulness, data-driven intervention, meaningful incentives, and strong family partnerships, Harrison School has created a behavioral framework where student conduct supports—not interrupts—academic excellence and personal growth.

## **Section Scores**

|    |                                                                                                                                                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | Non-exclusionary approaches to discipline support safety, a positive learning environment, and long-term student success                                 |
| HE | Positive student behavior and student self-control are both incentivized and rewarded                                                                    |
| HE | Student self-reflection mindfulness practices are employed as a preventative measure to support positive student behavior.                               |
| HE | When discipline policies must be enforced, students and families understand their rights and obligations, and due process is employed                    |
| E  | Students subject to discipline consequences are provided appropriate staff-supervised instruction, coordinated by qualified classroom teachers.          |
| HE | Positive student behavior is observable in classrooms and throughout the entire campus                                                                   |
| HE | School effectively communicates with parents through multiple means about their child's learning and behavior progress and the ways they can support it. |

### Compass Direction

- The entire school is to be commended for its intentional work with the EARRS grant. From professional development and data collection to interpretation and resulting actions, our IPR team was deeply impressed by the level of precision and devotion we witnessed. Please continue sharing your data, sharpening your practices, collaborating internally, and helping your students flourish!
- We're appreciative of the staff's desire to grow in their ability to use the interactive display boards, and encourage the staff to follow through and make that happen.

## **Section 9: -Focus on Resource Acquisition and Maintaining a Safe Learning Environment**

### School Reflection

Harrison's instructional, technological, and facility resources are intentionally aligned to support high-quality teaching, student engagement, and long-term sustainability. Instruction across grade levels is grounded in district-adopted, up-to-date curriculum resources, including CKLA, SAVVAS, Step-Up to Writing, TCI, and Carnegie. The recent adoption of a new math curriculum further strengthens instructional alignment and ensures our teachers are equipped with current,

standards-based materials that meet the evolving needs of learners.

Technology at Harrison School is modern, reliable, and purposefully integrated into daily instruction. Classrooms are equipped with instructional software such as Magic School, School AI, Canva, Brisk, Blooket, and Kahoot, allowing teachers to design engaging, interactive lessons while collecting real-time formative data. Specialized hardware, including classroom document cameras and 3D printing capabilities, expands opportunities for student presentations, design thinking, and hands-on learning. To ensure consistent and effective use of these tools, staff participate in monthly middle school PLCs led by Deanna Padilione, which provide structured training on both new and existing instructional technologies.

Maintaining a safe, well-supervised, and well-cared-for learning environment is a priority. All significant environmental and safety concerns are promptly reported to the district and addressed, including the installation of Halo vape detection systems in student restrooms. A clearly defined weekly playground and supervision schedule ensures consistent adult presence and student safety throughout the school day. Our custodial team plays a critical role in sustaining a high-quality facility, providing exceptional care and oversight that ensures the building remains clean, functional, and welcoming for students, staff, and families.

Harrison School actively seeks and secures additional resources that align with our mission and instructional priorities. Community partnerships enhance our programming, including Rotary Club donations of small-group reading materials that directly support CKLA instruction and alumni engagement that provides mentorship opportunities for students in our Tech Club. These partnerships extend learning beyond the classroom while reinforcing real-world connections.

Finally, district and school-level resources are intentionally invested to support authentic family engagement. PTO-funded events and initiatives create inclusive opportunities for families to connect with the school community and support student learning. By pairing high-quality resources, modern technology, proactive safety measures, and strong community partnerships, Harrison School ensures that our environment—both physical and instructional—remains a strong foundation for student success now and into the future.

#### Section Scores

|    |                                                                                                                                   |
|----|-----------------------------------------------------------------------------------------------------------------------------------|
| HE | Instructional resources are aligned to the district curriculum, up to date, and effectively used by staff                         |
| E  | A variety of instructional technology equipment is available, modern, fully functioning, and effectively used by staff & students |
| HE | All significant school environmental and safety issues have been reported to the district and addressed                           |

|    |                                                                                                                                                                   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE | There is a sound program of maintenance ensuring a high-quality environment will be maintained long into the future                                               |
| HE | It is evident the school seeks out and acquires additional resources unable to be provided by the school district, that align to the school's mission and purpose |
| HE | District and school-level resources are available and invested to support authentic family engagement opportunities.                                              |

### Compass Direction

- Harrison sets a standard for resource acquisition by looking beyond the standard district budget. By successfully leveraging St. Thomas Moore, Donor's Choose, El Pomar, and EARSS grants, the school has accessed additional resources. This proactive approach ensures that students receive strong instruction and support services that would otherwise be unavailable through General Fund dollars alone.
- The fact that the building is still referred to as "New Harrison" is a testament to the staff's commitment to facility maintenance and asset preservation.

### **Section 10: Focus on Parent and Student Perception**

As part of the Instructional Program Review process, the Compass Committee administers parent and student perception surveys annually. Our purpose in doing so is to provide additional data points to consider as we conduct the reviews.

No matter the building, all parent surveys are the same. However, we recognize results tend to differ fundamentally based on a student's school level. Elementary parents naturally seem to have a more positive view of their school and feel they can be more helpful to their child's learning than parents at the middle school and high school levels.

Student surveys also differ based on school level. Because we wish to keep them age and program appropriate, we ask different questions of elementary, middle, and high school students.

Interpretation of results can be challenging. The Compass Committee uses results to indicate trends and identify themes. A key consideration given is whether positive perception has dropped, maintained, or increased. Thus, we present results as a simple color coded snapshot. In viewing the following images please keep in mind the color **YELLOW** means, compared to last year, positive perception has fallen significantly, **GREEN** means perception has remained stable, and

**BLUE** means there has been a significant increase in positive perception. As a rule of thumb, charts showing less yellow and more blue or green indicate positive perception is stable or on an upswing.

Here are Harrison School's perception survey results for January 2026

## **Elementary Students 2026**

180 responses up from 160

**I Like Coming to School**

**I Feel Safe At School**

**I Have At Least One Good Friend At School**

**I Have Access To At Least One Trusted Adult At School**

**I'm Encouraged To Take Positive Risks At School**

**I Get the Help I Need to Be Successful**

**I'm Aware Of The Traits and Skills My School Wants Me To Develop**

**I Learn The Traits And Skills My School Wants Me To Develop**

**Overall Score: 2026=80.25**

## **Middle School Students**

190 responses this year, 132 last year

**I Like Coming to School**

**I Feel Safe At School**

**I Have At Least One Good Friend At School**

**I Have Access To At Least One Trusted Adult At School**

**My School Addresses The Mental Health Needs Of Students**

**I'm Encouraged To Take Positive Risks At School**

**I'm Aware Of The Traits and Skills My School Wants Me To Develop**

**I Learn The Traits And Skills My School Wants Me To Develop**

**My School Is Preparing Me For The Real World**

**Overall Score: 2026=83.33**

## **Parents 2026**

147 responses up from 132

**My Student Likes Going To School**

**The School Meets The Mental Health Needs Of My Student**

**My Student Is Encouraged To Take Positive Risks**

**I Feel Welcome At My Student's School**

**My Student's Teachers Communicate With Me Effectively**

**The School Communicates With Me Effectively**

**I Know How to Support My Student's Learning At Home**

**My Student's School Does Things That Help Me Support Their Learning**

**My Student's School Does Things That Encourage Me To Engage In Their Learning**

**I Am Aware Of The Traits And Skills My Student's School Are Trying To Develop**

**My Student's School Does Things To Help My Student Develop Specific Traits And Skills**

**I See Value In The Technology My Student's School Uses To Help Them Learn**

**My Student's School Is Preparing Them For Life In The Real World Prep**

**Overall Score: 2026=82.46**

Our interpretation of these results is that student perception of our desired elementary school outcomes has remained stable, student perception of our desired middle school outcomes is on a downswing, and that parent perception is on a tremendous upswing!

The Harrison K-5 staff should be commended for increasing the likelihood children like coming to school and feel safe. We encourage the staff to analyze other results to see where growth might occur next year.

The Harrison 6-8 staff should be commended for obvious improvements in school culture as observed during our visit and as indicated through behavior data shared during the review. We are fascinated that despite this, student positive perception actually dropped and we encourage the middle school staff to reflect on this result.

Finally, the entire Harrison staff should be commended on the tremendous growth indicated by their parent perception survey, for the second year in a row, showing strong increases in 12 of the 13 areas measured and an overall 12 percentage point increase!

The final composite score for student and parent perception for Harrison was **82.1**. This gives them an **EFFECTIVE** rating in section 10.

### **Final Rating and Recommendations**

|           |                                                                                             |
|-----------|---------------------------------------------------------------------------------------------|
| <b>HE</b> | <b>Section 1:</b> Focus on Climate, Culture, Vision, and Purpose                            |
| <b>HE</b> | <b>Section 2:</b> Focus on Student Health and Wellness                                      |
| <b>HE</b> | <b>Section 3:</b> Focus on Innovative Instruction                                           |
| <b>HE</b> | <b>Section 4:</b> Focus on Equity of Opportunity                                            |
| <b>E</b>  | <b>Section 5:</b> Focus on Opportunities for Learning                                       |
| <b>E</b>  | <b>Section 6:</b> Focus on Effective Assessment                                             |
| <b>HE</b> | <b>Section 7:</b> Focus on Improvement of Instruction and Learning                          |
| <b>HE</b> | <b>Section 8:</b> Focus on Support for Positive Student Behavior                            |
| <b>HE</b> | <b>Section 9:</b> Focus on Resource Acquisition and Maintaining a Safe Learning Environment |

### Compass Summary

Harrison School's final rating for 2026 is **92.0%**, up from **87.8%** in 2025. This lands the school in the **HIGHLY EFFECTIVE** category.

|                           |                                                                                                       |
|---------------------------|-------------------------------------------------------------------------------------------------------|
| <b>INEFFECTIVE</b>        | Means this school scored between 0% and 30% and is performing at the <b>INEFFECTIVE</b> level         |
| <b>SOMEWHAT EFFECTIVE</b> | Means this school scored between 31% and 49% and is performing at the <b>SOMEWHAT EFFECTIVE</b> level |
| <b>EFFECTIVE</b>          | Means this school scored between 50% and 89% and is performing at the <b>EFFECTIVE</b> level          |
| <b>HIGHLY EFFECTIVE</b>   | Means this school scored AT 90% or above and is performing at the <b>HIGHLY EFFECTIVE</b> level       |

*These performance cut scores are designed to mirror those used in Colorado's School Performance Framework accreditation rating system. This Instructional Program Review was designed to replicate Colorado's in the way it is scored, but not in what is measured.*

The Compass Committee recognizes Harrison K-8 School's effort to align its practices to the district's vision, mission, core beliefs, and attainment of its graduate profile traits and skills.

As a result of this review, the Cañon City Schools Compass Committee suggests the following areas of focus to further improve student learning outcomes:

- The Cañon City School District has seen a significant increase in the number of homeless families; nearly five-fold! By law, those families can choose any school they'd like to attend. Nearly all of those families choose Harrison because it is close to the local shelter. We have noticed the leaders and staff at Harrison never hesitate to help. The school opens its doors and supports every child sent their way!

- The middle school choices program has built an exceptional network of community partners for social-emotional and health topics. To further support the district's career connected learning goals, Harrison might look to replicate this model by bringing in industry-specific professionals (CTE, Trades, Local Business) to provide a similar real-world perspective on academic application and career pathways for middle schoolers.
- The committee feels more work can be accomplished ensuring all students are encouraged to explore their personal interests and are provided opportunities to engage deeply in hands-on learning.
- Please work toward providing more evidence that instruction offers a wide range of choices for students, is relevant to each child's future, and allows them to explore and prepare for emerging careers.
- We'd like to see the staff's efforts toward rigor spread further throughout the building as it seeks to deepen student knowledge and understanding of curricular content.
- We love how 8th graders are engaged in rubric creation and evaluation, and we encourage the staff to expand this practice across more grade levels.