



2022-23 Rosa Parks Elementary Phase One: Continuous Improvement Diagnostic for Schools_09282022_11:31

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Rosa Parks Elementary School

Claudine Barrow

1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.

Claudine Barrow

September 28, 2022



2022-23 Rosa Parks Elementary Phase One: Executive Summary for Schools_09282022_11:02

2022-23 Phase One: Executive Summary for Schools

Rosa Parks Elementary School

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1251 Beaumont Centre Ln
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United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Rosa Parks Elementary opened in August 1997 in the residential section of Beaumont Center. The school was named for the well known civil rights activists. The name was chosen because Rosa Parks courageously supported her beliefs, and served as a role model for both children and adults because of her dedication to equal opportunities for all people. Our school continually strives to empower all children, both academically and socially, to become well-rounded, productive members of society, as well as respect the individual differences of others. Rosa Parks currently educates 711 students. Our demographics include 62% White, 24% Asian, 5% African American, 6% Hispanic, and 3% other. 16% of our students qualify for Free/Reduced lunch and 17% are English Language Learners. We have a large population of special needs students, and while there are a variety of strategies to meet their needs, it is becoming increasingly difficult to meet specific academic goals of proficiency, while attending to the physical, emotional, and medical needs of these students. In addition, we have a large number of student performing at or above grade level. Providing a program that enables these students to meet growth goals is currently a priority for our staff. Through the use of effective tiered academic and behavioral instruction, every teacher differentiates to meet the students needs and move them forward to ensure success for all. Our school has a strong PTA that supports both academic and behavioral needs, as well as helps us to partner with community leaders. For the 2019-2020 school year we have worked to add additional support to meet the varying needs of many different families by implementing the following: - College Planning - Police officer- Internet Safety - ELL Cultural night - Communication through newsletters to staff about how we are using volunteers for external community projects -Sponsors for Field Trips - Support for families in need (furniture, clothes, food) - Partnered with Mountain Comp Care for external support for mental health services for students - Counseling surveys to parents to determine the social/emotional needs of the students and parents In addition, we offer a multitude of different school activities that students are involved in to develop personal interest such as: - Chess Club - Girls on the Run - Trailblazer Chorus - Robotics/STLP - Battle of the Books - Recycling Team - Sustainability Team - Trailblazer Cross Country.

School's Purpose

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

Our school symbol is a torch accompanied by the motto, "Rosa Parks Trailblazers! Lighting the Way!" Our motto represents innovative instructional practices where students take the lead in a challenging, yet risk-free learning environment. Students in grades Kindergarten through Fifth grade are encouraged to lead by example and never give up. Every student is different and has different learning needs. It is our job as educators to determine the learning style of individual students and show them how to "blaze their own trail" for success. In addition to academic success we encourage students to be involved in activities that encourage them to grow in their personal interests as well. In an effort to develop the whole child, we are working to provide activities to spark their creative side: Listed below are some of the opportunities students have to develop personal interest and expand their knowledge past what is being taught in the classroom setting. Chess Club - Girls on the Run - Trailblazer Chorus - Robotics/STLP - Battle of the Books -Academic Team - Recycling Team - Sustainability Team - Trailblazer Cross Country - Academic Challenge and Governor's Cup. As a school, we pride ourselves on the willingness and ability of our educators to ensure we provide support for students performing in all academic, behavior and social areas. Our purpose is to make sure all students are learning, and loving to learn. In order to be successful we have to make sure we are teaching students at their optimal learning potential and move them forward. From Gifted and Talented to struggling learners, we work to individualize and differentiate to instill a love for learning that motivates students to learn in a risk free environment that promotes success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Rosa Parks has a rich academic and environmental history. In 2012, the school became a National Blue Ribbon School, and a National Green Ribbon School. We are committed to providing all students with a top notch educational program, while moving students to be productive and responsible members of their community. Students take pride and ownership in being involved in activities such as service, sustainability, and environmental projects that will make the school and the community a better place. Parents, students, teachers, and community members work together as a team to meet the needs of all students attending our school. Rosa Parks Elementary has been named an Energy Star school, which is an exceptional distinction for an existing building. We also were awarded an EBie which is an honor bestowed on an existing building the produces exceptional results in the area of energy management and savings. In a successful student led campaign we were able to see an initial savings of \$52,000 in utility costs during once school year, and we have worked to sustain this savings. Our students continue these efforts through school wide recycling and sustainability projects. Providing additional leadership opportunities for our students and staff in this area will continue to be a priority to our school. Our students are provided opportunities in the area of leadership, art, drama, and music to ensure a well-rounded education. Our opportunities for improvement include our gap students, particularly our ELL students and Socio-economic students. We are working on strategies and

opportunities to involve those students in community opportunities, as well as tiered instruction and intervention. In 2021, our school was once again recognized as a National Blue Ribbon School.

Additional Information

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

N/A

Additional Information

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

Rosa Parks has found it a struggle to provide intervention services and ELL support to students due to our limited staffing. We receive no Title 1 or additional support staffing due to the low percentage of F/R students so our SBDM Council has to be creative with staffing and scheduling to get these services provided for our students. Our district has currently added ELL staff to our school, and we are tracking data to see the effect it will have on our ELL population. The school also has a Trailblazer After School Program which not only provides homework support to the enrolled students, but generates additional funding for the school to create flexibility for additional staffing that provides intervention. We do have a Read to Achieve teacher that services K-3, and with the additional funds we can support intermediate students.



2022-23 Rosa Parks Elementary Phase Two: The Needs Assessment for Schools_10192022_13:41

2022-23 Phase Two: The Needs Assessment for Schools

Rosa Parks Elementary School
Claudine Barrow

1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Data results are reviewed often by Rosa Parks Staff. Teachers analyze and review data during weekly PLCs, also by the MTSS/PBIS team every 4 weeks. The leadership team, PTA board and SBDM Council meet monthly, using data results as needed to guide decisions. Minutes are kept for each of the stakeholder groups listed. Data from KPREP, MAP, district assessments, and other formative assessments are analyzed and curriculum is adjusted to increase learning results for all students. Current goals are established by looking at trend data, using the SWOT tool and protocols. protocol.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

We have implemented the PLC process at our school successfully. We have a very strong MTSS tiered intervention process. We have had many PD opportunities for our teachers that has led to success in the classroom with teachers using effective strategies.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavior referrals from 2019-2020 to 2020-2021 decreased from 56 to 15. Part of this is due to remote learning in 2020-2021. In 2021-2022, we had only 10 students with 2-5 ODRs. 2021-2022 DATA - According to KSA scores, 77% of students scored proficient or distinguished on reading and 74% scored proficient or distinguished on math. Our combined score was 92.9. All student groups scored above the state and district average in Reading and Math. Fall MAP data shows that 80.5% of all students are working above average in math and 76.5 in reading. Brigance data: 82.1 of Kindergarten students were considered kindergarten ready. See Attachments

ATTACHMENTS

Attachment Name



2021-2022 Kentucky Summative Assessment Summary



2021-2022 PBIS Tier 1 Report

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.


Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

On the 2020-2021 Kentucky Summative Assessment, 65.7% of our 3rd grade students scored proficient or distinguished in reading and 71.1% in math. 4th graders scored 69.1% proficient or distinguished in reading and 78.2% in math. 5th graders scored 66.3% proficient or distinguished in reading and 61.8% in math. In science, 58.1% scored proficient or distinguished and in writing 60.7% scored proficient or distinguished in writing. According to 2021-2022 KSA scores, 77% of students scored proficient or distinguished on reading and 74% scored proficient or distinguished on math. Our combined score was 92.9. All student groups scored above the state and district average in Reading and Math. MAP scores reflect that at most grade levels our students are performing on grade level between 82-96% for Math and 78-92% for Reading in grades 1-5. See Attachment

ATTACHMENTS

Attachment Name

 2021-2022 Kentucky Summative Assessment Summary

 2021-2022 KSA Data

 2022 Fall MAP Data

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

MAP data indicates that first grade has the most students that are missing skills. Eighteen percent of 1st graders scored low to low average in math and 18% scored low to low average in reading. Kindergarten students in reading has 11% of students scoring low to low average on MAP in Reading and 11% in math. Second grade has 15% of students scoring novice or apprentice in reading. On the 2020-2021 Kentucky Summative Assessment the data supports MAP. Our GAP groups for this school year will be our ELL and Economically Disadvantaged students. See Attachment

ATTACHMENTS

Attachment Name



2021-2022 Key Core Processes

Strengths/Leverages

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

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

We have a 97% attendance rate. We also maintained that percentage during remote learning in 2020-2021. We continue to be above the state and district averages in all areas of academics. See Attachements

Evaluate the Teaching and Learning Environment

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

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

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

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







We will focus our work around Design and Delivery of instruction. Specifically, we want to improve on the following practices/processes: teachers determining most appropriate and effective high yield strategies for the learning target, improving student cognitive engagement, clear system for students taking responsibility for their own learning, students involved in knowing where they are in their progression of learning. DATA from RPE: Efforts over the past year have focused on having a systematic approach to problem solving for students below proficiency, School scheduling has been rearranged to provide access to school psychologist and resource staff to develop intervention plans and research based strategies for struggling students. Intervention staff has been added to provide additional support in small group and whole class instruction.

ATTACHMENTS

Attachment Name

 2021-2022 RPE Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 Kentucky Summative Assessment Summary	Data	<ul style="list-style-type: none">• 3• 4
 2021-2022 Key Core Processes	Data	<ul style="list-style-type: none">• 5
 2021-2022 KSA Data	Data	<ul style="list-style-type: none">• 4
 2021-2022 PBIS Tier 1 Report	Data	<ul style="list-style-type: none">• 3
 2021-2022 RPE Key Elements	Data	<ul style="list-style-type: none">• 7
 2022 Fall MAP Data	Data	<ul style="list-style-type: none">• 4



2022-23 Rosa Parks Elementary Phase Two: School Assurances_10192022_13:36

2022-23 Phase Two: School Assurances

Rosa Parks Elementary School

Claudine Barrow

1251 Beaumont Centre Ln
Lexington, null, 40513

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ **N/A**

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ **N/A**

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ **N/A**

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

● N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☐ Yes
- ☐ No

● N/A
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☐ Yes
- ☐ No

● N/A
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- ☐ Yes
- ☐ No

● N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership.
For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Rosa Parks Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, Rosa Parks Elementary will increase Reading proficient and distinguished level to 82% as measured by KSA. Current level is 75%.

State Assessment Results in Math

- By 2025, Rosa Parks Elementary will increase Math proficient and distinguished level to 79% as measured by KSA. Current level is 72%.

State Assessment Results in Science

- By 2025, Rosa Parks Elementary will increase Science proficient and distinguished level to 57% as measured by KSA. Current level is 50%.

State Assessment Results in Social Studies

- By 2025, Rosa Parks Elementary will increase Social Studies proficient and distinguished level to 71% as measured by KSA. Current level is 64%.

State Assessment Results in Combined Writing

- By 2025, Rosa Parks Elementary will increase Combined Writing proficient and distinguished level to 69% as measured by KSA. Current level is 62%.

English Learner Progress

- By 2025, Rosa Parks Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 36%.

Quality of School Climate and Safety

- By 2025, Rosa Parks Elementary will increase the quality of school climate and safety index to 88% as measured by KSA. Current level is 81%.

Graduation Rate

N/A - Elementary

Post-Secondary Readiness

N/A - Elementary

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Rosa Parks Elementary will increase P/D in Reading to 77%.	By 2024, Rosa Parks Elementary will increase P/D in Reading to 79%.	By 2025, Rosa Parks Elementary will increase P/D in Reading to 82%.
By 2023, Rosa Parks Elementary will increase P/D in Math to 74%.	By 2024, Rosa Parks Elementary will increase P/D in Math to 76%.	By 2025, Rosa Parks Elementary will increase P/D in Math to 79%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Rosa Parks Elementary will increase P/D in Science to 52%.	By 2024, Rosa Parks Elementary will increase P/D in Science to 54%.	By 2025, Rosa Parks Elementary will increase P/D in Science to 57%.
By 2023, Rosa Parks Elementary will increase P/D in Social Studies to 66%.	By 2024, Rosa Parks Elementary will increase P/D in Social Studies to 68%.	By 2025, Rosa Parks Elementary will increase P/D in Social Studies to 71%.
By 2023, Rosa Parks Elementary will increase P/D in Combined Writing to 64%.	By 2024, Rosa Parks Elementary will increase P/D in Combined Writing to 66%.	By 2025, Rosa Parks Elementary will increase P/D in Combined Writing to 69%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Rosa Parks Elementary will increase Proficiency in Reading to 59%.	By 2024, Rosa Parks Elementary will increase Proficiency in Reading to 63%.	By 2025, Rosa Parks Elementary will increase Proficiency in Reading to 69%.
By 2023, Rosa Parks Elementary will increase Proficiency in Math to 45%.	By 2024, Rosa Parks Elementary will increase Proficiency in Math to 49%.	By 2025, Rosa Parks Elementary will increase Proficiency in Math to 55%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Rosa Parks Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2024, Rosa Parks Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2025, Rosa Parks Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.

Additional Goal- Optional		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence	N/A
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 3	Develop formative and summative common assessments with each grade level that will assess the learning of standards and provide information to guide tiered instruction. Data from assessments will be collected and organized systematically.	ELA Common Assessments, Rubrics, and Exemplars Math Common Assessments, Rubrics, and Exemplars PLC Products	N/A
Achievement Gap, English Learner Progress	KCWP 5	Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL and Economically Disadvantaged)	Support team meeting documents and products	N/A
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1 & 5	Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs and expand opportunities for staff to collaborate across the district in a meaningful way.	Professional learning day plans and products Principal PLCs	

<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December, 2022 March, 2023 June, 2023</p>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p style="text-align: center;"><u>Progress Monitoring</u></p>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence	N/A
Reading, Math, Science, Combined	KCWP 3	Develop formative and summative common assessments with each grade level that will	ELA Common Assessments,	N/A

Writing, English Learner Progress		assess the learning of standards and provide information to guide tiered instruction. Data from assessments will be collected and organized systematically.	Rubrics, and Exemplars Math Common Assessments, Rubrics, and Exemplars PLC Products	
Achievement Gap, English Learner Progress	KCWP 5	Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL and Economically Disadvantaged)	Support team meeting documents and products	N/A
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1 & 5	Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs and expand opportunities for staff to collaborate across the district in a meaningful way.	Professional learning day plans and products Principal PLCs	
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence	N/A
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 3	Develop formative and summative common assessments with each grade level that will assess the learning of standards and provide information to guide tiered instruction. Data from assessments will be collected and organized systematically.	ELA Common Assessments, Rubrics, and Exemplars Math Common Assessments, Rubrics, and Exemplars PLC Products	N/A
Achievement Gap, English Learner Progress	KCWP 5	Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL and Economically Disadvantaged)	Support team meeting documents and products	N/A
Reading, Math, Science, Combined Writing, English Learner Progress	KCWP 1 & 5	Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs and expand opportunities for staff to collaborate across the district in a meaningful way.	Professional learning day plans and products Principal PLCs	
<u>Progress Monitoring</u>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				



2022-23 Rosa Parks Elementary Phase Four: Professional
Development Plan for Schools for School Year
2023-2024_10312022_16:00

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, null 40513

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

See attached.

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

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

See attached.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

See attached

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

See attached.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See attached.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached.

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

Please describe in detail.

See attached.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See attached.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)
See attached.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.
See attached.

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

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
See attached.

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
 - ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
 - iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
- See attached.

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

See attached.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See attached.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attached.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached.

ATTACHMENTS

Attachment Name





Rosa Parks Elementary Professional Learning Plan 2023-2024

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

See attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Rosa Parks Elementary Professional Learning Plan 2023-2024	plan	• 5g
 Rosa Parks PL Plan 2023-2024	PL plan	•