

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

Claudine Barrow

1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
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
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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. Brigrance 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

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 2023, Rosa Parks Elementary will increase P/D in Math to 74%.	By 2024, Rosa Parks Elementary will increase P/D in Reading to 79%. By 2024, Rosa Parks Elementary will increase P/D in Math to 76%.	By 2025, Rosa Parks Elementary will increase P/D in Reading to 82%. 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 2023, Rosa Parks Elementary will increase P/D in Social Studies to 66%. By 2023, Rosa Parks Elementary will increase P/D in Combined Writing to 64%.	By 2024, Rosa Parks Elementary will increase P/D in Science to 54%. By 2024, Rosa Parks Elementary will increase P/D in Social Studies to 68%. By 2024, Rosa Parks Elementary will increase P/D in Combined Writing to 66%.	By 2025, Rosa Parks Elementary will increase P/D in Science to 57%. By 2025, Rosa Parks Elementary will increase P/D in Social Studies to 71%. 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 %.

<i>Additional Goal- Optional</i>		
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	

<u>Progress Monitoring</u>				
December, 2022 March, 2023 June, 2023				

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

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>				



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