Park Hill School District

Building Successful Futures • Each Student • Every Day

2023-2028 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Board approved December 8, 2022

Mission

Through the expertise of an engaged staff, the Park Hill School District provides a relevant education in a safe, caring environment to prepare each student for success in life.

Vision: Building successful futures...each student...every day!

Core Values

Visionary Leadership

Integrity

Student Focus

High Expectations

Continuous Improvement

Equity

![Park Hill School District logo]
Park Hill School District
Building Successful Futures • Each Student • Every Day

CSIP Team Members

Ayanna Anderson, Teacher

Lorenna Anderson, Instructional Coach

Ryann Banks, Student

Layla Barbur, Parent

Shereka Barnes, Board of Education

Susan Bartlett, District Coordinator

Janice Bolin, Board of Education

Jasmine Briedwell, District Administrator

Kristen Brown, Community Member

James Bruce, Learning Facilitator

DeNae' Bush, Instructional Coach

Ryan Campbell, Assistant Principal

Andy Cantrell, Teacher

Stephanie Claunch, Support Staff

Taneka Collins, Counselor

Josh Colvin, District Administrator

Morgan Corten, Teacher

Christina Courtney, District Administrator

Chris Daniels, District Administrator

Terri Deayon, District Administrator

Jaime Dial, District Administrator

Amy Dillon, District Administrator

Chris Early, Principal

Vanna Easley, Principal

Bekha Embrey, Teacher

Marcus Fryatt, District Administrator
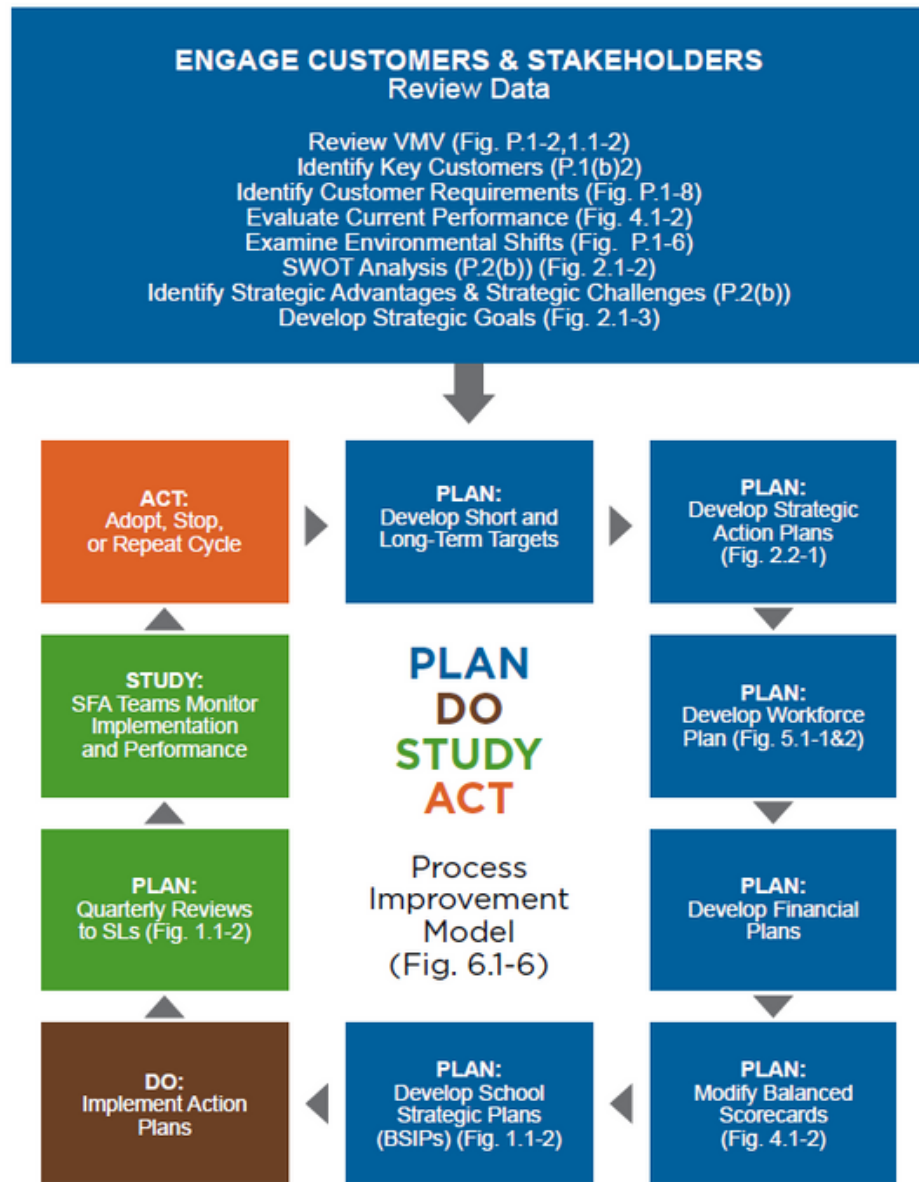
Tammy Guerra, Support Staff

Linda Kaiser, District Administrator

Paul Kelly, District Administrator

Mike Kimbrel, Superintendent

June LeBlanc, Parent

Latrese Kabuya, Parent

Kelly Konrad, Teacher

Bart Klein, Board of Education

Merri Beth Means, District Administrator

Sarah Mustoe, Teacher

Gwen O'Brien, Community Member

Jim Rich, District Administrator

Alex Richard, Teacher

Kimberlee Ried, Board of Education

Andy Schuerman, District Administrator

Adrian Singletary, Principal

Jonathan Smith, Student

Rebecca Stapfer, Teacher

Keelie Stucker, District Administrator

Daryl Terwilleger, Board of Education

Suzanne Tiemann, Community Member

Danny Todtfeld, Principal

Glenn Tott, Parent

Derrick Unruh, District Administrator

Kelly Wachel, District Administrator

Melvin Walker, Assistant Principal

Corey Willich, Assistant Principal

Brandy Woodley, Board of Education

Our Process

ENGAGE CUSTOMERS & STAKEHOLDERS
Review Data

Review VMV (Fig. P.1-2,1.1-2)
Identify Key Customers (P.1(b)2)
Identify Customer Requirements (Fig. P.1-8)
Evaluate Current Performance (Fig. 4.1-2)
Examine Environmental Shifts (Fig. P.1-6)
SWOT Analysis (P.2(b)) (Fig. 2.1-2)
Identify Strategic Advantages & Strategic Challenges (P.2(b))
Develop Strategic Goals (Fig. 2.1-3)

ACT: Adopt, Stop, or Repeat Cycle

PLAN: Develop Short and Long-Term Targets

PLAN: Develop Strategic Action Plans (Fig. 2.2-1)

STUDY: SFA Teams Monitor Implementation and Performance

PLAN **DO** **STUDY** **ACT**

Process Improvement Model (Fig. 6.1-6)

PLAN: Develop Workforce Plan (Fig. 5.1-1&2)

PLAN: Quarterly Reviews to SLs (Fig. 1.1-2)

PLAN: Develop Financial Plans

DO: Implement Action Plans

PLAN: Develop School Strategic Plans (BSIPs) (Fig. 1.1-2)

PLAN: Modify Balanced Scorecards (Fig. 4.1-2)

A team consisting of board members, teachers, support staff, parents, and representatives of the local business community and non-profit organizations met over the course of the fall of 2022 to engage in the above process to develop the district's strategic plan (or CSIP).

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Our **key customers** are our students and their families. Our internal stakeholders are our staff and board of education. Our external stakeholders are community members and business partners.

Key Customer Requirements

In the fall of 2022, the Park Hill School District surveyed the students, parents, and stakeholders in order to identify key customer requirements. Results are below.

Student Key Requirements

Safe learning environment

Treats students respectfully and fairly

Helps students to graduate

Prepares students to be successful in college/career

Provides students help when they need it

Helps students to do their best work

Makes learning interesting

Provides a caring environment

Parent/Stakeholder Key Requirements

Well-qualified teachers and staff

Safe and orderly learning environment

Caring learning environment

Financial responsibility and integrity

Strategic Context

The CSIP Team identified strategic advantages and strategic challenges. Strategic advantages are benefits that influence the organization's likelihood of future success. Strategic challenges are pressures that influence the organization's likelihood of future success.

STRATEGIC ADVANTAGES

- Rigorous curriculum and instruction
- High Expectations
- Culturally Responsive Education (CRE) and Diversity, Equity, Inclusion, and Belonging (DEIB) work
- Financial Stability
- Continuous Improvement Culture
- High-quality staff
- Community support and engagement
- Technology Resources

STRATEGIC CHALLENGES

- Staff well-being
- Student well-being
- Aging facilities
- Staff retention
- Socio-political pressures
- Competitive environment

Park Hill School District

2023 - 2028
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

GOAL
Build successful futures for Park Hill students of all backgrounds

ACADEMICS
Implement the Park Hill teaching and learning model where students learn through experiences and inquiry.

MISSION
Through the expertise of an engaged staff, the Park Hill School District provides a relevant education in a safe, caring environment to prepare each student for success in life.

CULTURE
Create an environment where all students, staff, and members of the Park Hill Community feel a sense of belonging.

CORE VALUES
Visionary Leadership
Integrity
Student Focus
High Expectations
Continuous Improvement
Equity

SYSTEMS
Maximize Park Hill human and financial resources and address aging facilities in order to remove barriers to learning.

MEASURES
Graduate Profile Index
Academics Index
Culture Index
Systems Index

BUILDING SUCCESSFUL FUTURES
EACH STUDENT • EVERY DAY

Park Hill School District
Building Successful Futures • Each Student • Every Day

GOAL
Build successful futures for Park Hill students of all backgrounds

<u>Measure</u>: Graduate Profile Index

- **Objective 1:** ACADEMICS
  - Implement the Park Hill teaching and learning model where students learn through experiences and inquiry.

- **Objective 2:** CULTURE
  - Create an environment where all members of the Park Hill community feel a sense of belonging.

- **Objective 3:** SYSTEMS
  - Maximize Park Hill human and financial resources and address aging facilities in order to remove barriers to learning.

ACADEMICS

Implement the Park Hill teaching and learning model where students learn through experiences and inquiry.

<u>Measure:</u> Academics Index

- **Strategy 1:** Deploy MTSS: Fully deploy a tier one learning model and expand and systemize intervention processes for K-12 math and reading.
- **Strategy 2:** Fully deploy a plan to implement AVID schoolwide K-12.
- **Strategy 3:** Implement culturally responsive education practices.
- **Strategy 4:** Re-evaluate the CCR Index to ensure it supports the Graduate Profile.

CULTURE

Create an environment where all students, staff, and members of the Park Hill Community feel a sense of belonging.

Measure: Culture Index

- **Strategy 1:** Deploy MTSS: Expand and systemize intervention processes K-12 for behavior.
- **Strategy 2:** Develop and implement a comprehensive approach to building relationships and community as well as repairing harm using a Restorative Practices model.
- **Strategy 3:** Develop and deploy a comprehensive student and staff well-being plan.
- **Strategy 4:** Implement a preK-12 social emotional learning curriculum.
- **Strategy 5:** Develop a chart of work to implement the DEIB Drivers and Narratives.
- **Strategy 6:** Develop and implement a comprehensive plan to increase community engagement.

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SYSTEMS

Maximize Park Hill human and financial resources and address aging facilities in order to remove barriers to learning.

<u>Measures:</u> Systems Index

- **Strategy 1:** Recruit, retain, and support a high-qualified staff representative of our students.

- **Strategy 2:** Develop a long-range facilities plan.

- **Strategy 3:** Sustain a fiscally intentional operating budget reflective of strategic goals.

Appendix

Glossary of Terms

- <u>Belonging:</u> A feeling of safety in the establishment of high trust/low stress environments; the notion of feeling as if you can be/display your authentic self without the risk of embarrassment, rejection, hurt, or harm*

- <u>Continuous Improvement:</u> Ongoing effort to improve programs, processes, and results in the pursuit of excellence

- <u>Engaged Staff:</u> Professionals who impact the mission, vision, and values of the school community with a sense of purpose

- <u>Equity:</u> The practice of removing barriers and providing people access and opportunities based upon what they need*

- <u>High Expectations:</u> Holding high standards, quality, effort, and results while offering social-emotional support and scaffolding

- <u>Integrity:</u> The consistent adherence to Park Hill's mission, vision, and values, acknowledging the impact on students, staff, parents, and community

- <u>Relevant Education:</u> Intentional experiences that are meaningful, transferable, and have a positive impact on students' lives

- <u>Student Focus:</u> Relentless intent to keep students at the center of every decision

- <u>Visionary Leadership:</u> Creating an environment that fosters innovation and inspiration

A "" denotes a definition that is also included in the glossary for the Diversity, Equity, Inclusion, and Belonging Drivers and Narrative statements.*

PHSD Graduate Profile

![Park Hill School District — Building Successful Futures • Each Student • Every Day]

PHSD Instructional Beliefs

INSTRUCTIONAL BELIEFS

We believe learning:
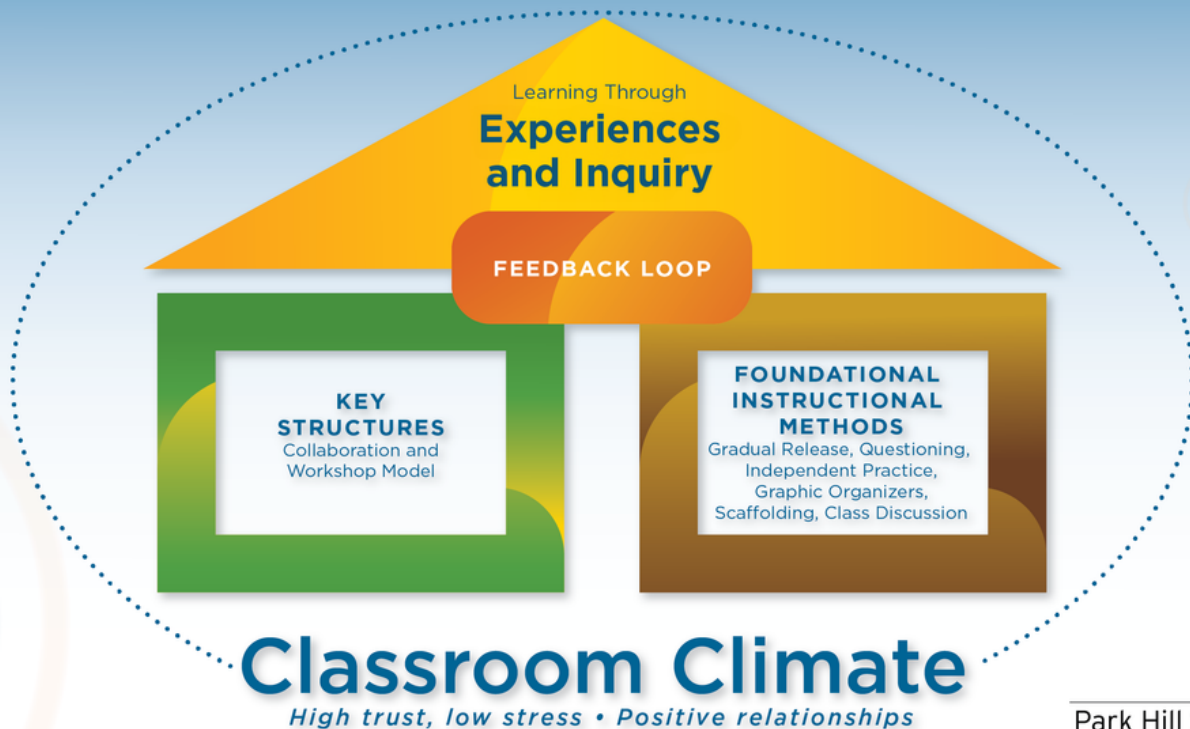
⭐ Is inclusive of every student

⭐ Is enhanced when social, emotional, and cultural needs are met

⭐ Is a process that changes and deepens as students construct meaning

⭐ Should be integrated and transferable

⭐ Involves taking risks and making mistakes

⭐ Is supported on a foundation of positive relationships

⭐ Should leverage students' voice and interests

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PHSD Learning Model

LEARNING MODEL

Learning Through
**Experiences
and Inquiry**

FEEDBACK LOOP

**KEY
STRUCTURES**
Collaboration and
Workshop Model

**FOUNDATIONAL
INSTRUCTIONAL
METHODS**
Gradual Release, Questioning,
Independent Practice,
Graphic Organizers,
Scaffolding, Class Discussion

Classroom Climate
High trust, low stress • Positive relationships

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PHSD Behavior Philosophy Statements

PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe:

⭐ All behavior is communication

⭐ All behavior is learned, and positive behavior can be taught

⭐ Teaching both positive and academic behavior is our responsibility

⭐ Positive student-teacher relationships are essential to student success

⭐ Every student is deserving of positive relationships with staff, regardless of behavior

⭐ Proactive practices are more effective than punitive practices at promoting positive behaviors

⭐ Individual student needs require unique approaches

⭐ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences

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PHSD DEIB Drivers and Narratives

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

DRIVERS, NARRATIVES AND TERMS IN PARK HILL SCHOOL DISTRICT

Drivers and Narrative Statements

As we work toward building successful futures...each student...every day...the Park Hill School District commits to the following:

Create Safe and Welcoming Spaces
We will create a place where all people feel safe and valued for who they are by promoting welcoming spaces and practicing inclusivity in all actions.

Cultivate Meaningful Connections
We commit to cultivating meaningful connections by engaging all stakeholders in DEIB work to increase trust and community involvement.

Expect Accountability
We will create a culture of accountability through restorative practices, including repairing hurt/harm/damage, engaging in uncomfortable conversations, learning from, and addressing our mistakes.

Ensure Inclusive Representation
We will ensure inclusive representation with intentional and meaningful DEIB practices in our workforce, curriculum, and programming so they mirror the communities we serve.

Engage in Purposeful Learning and Conversations
We will engage in purposeful learning and conversations, measure our progress, and help each other as we build a more inclusive Park Hill community.

Share our Stories and be Clear in our Communications
We will honor the stories of our Park Hill community and promote our commitment to DEIB practices by clearly communicating our successes and learning opportunities.

PHSD DEIB Drivers and Narratives Glossary of Terms

Glossary of Terms

As they pertain to the Park Hill School District Drivers and Narratives

All People- this includes all dimensions of diversity: age, ethnicity, gender, gender identity, language, physical and cognitive ability, race, religious beliefs, sexual orientation, and socio-economic status

DEIB- Diversity, Equity, Inclusion, and Belonging

- *Diversity-* the practice or quality of including or involving people from a range of different representations: age, ethnicity, gender, gender identity, language, physical and cognitive ability, race, religious beliefs, sexual orientation, and socio-economic status
- *Equity-* the practice of removing barriers and providing people access and opportunities based upon what they need
- *Inclusion-* the action of intentionally providing equitable access to opportunities and resources for people who might otherwise be excluded or marginalized
- *Belonging-* a feeling of safety in the establishment of high trust/low stress environments; the notion of feeling as if you can be/display your authentic self without the risk of embarrassment, rejection, hurt, or harm

Inclusivity/Inclusive- the practice or policy of providing equitable access to opportunities and resources for people who might otherwise be excluded or marginalized

Learning Opportunities- an area or opportunity to grow and be challenged; something that allows individuals to acquire new skills, knowledge, and/or practices

Park Hill Community- the staff, students, families, community members, and vendors served by the Park Hill School District

Purposeful Learning- focused learning on topics and concepts that support the demonstration of our DEIB commitments and practices

Restorative Practices- a social science that studies how to strengthen relationships between individuals as well as social connections within communities; When people engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences

Stakeholders- staff, students, families, community members, and vendors

Uncomfortable Conversations- conversations that invite us to learn more about different perspectives and viewpoints; dialogue that stretches us and causes us to grow and learn

BOARD APPROVED AUG 25TH 2022

Park Hill School District