

## Rosa Parks Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

### 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 69%.

### 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 82%.  By 2024, Rosa Parks Elementary will increase P/D in Math to 81%.	By 2025, Rosa Parks Elementary will increase P/D in Reading to 85%.  By 2025, Rosa Parks Elementary will increase P/D in Math to 84%.

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 60%.  By 2024, Rosa Parks Elementary will increase P/D in Social Studies to 70%.  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 63%.  By 2025, Rosa Parks Elementary will increase P/D in Social Studies to 73%.  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 69%.	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	

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

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

**Year 2 Focus Areas**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
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	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	Collaborate with teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and integration of culturally responsive teaching and learning practice.	Measures of Success: <ul style="list-style-type: none"> <li>• Fall and Spring Self-Assessment (as stated in PLC Framework)</li> <li>• PLC Efficacy Rubric</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>• School Chiefs and Admin will monitor self-assessment from School Leadership Teams.</li> </ul>	

**Progress Monitoring**

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

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

### Year 3 Focus Areas

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
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,	KCWP 1 & 5	Provide professional learning during the	Professional learning	



Science, Combined Writing, English Learner Progress		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.	day plans and products  Principal PLCs	
<b><u>Progress Monitoring</u></b>				

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



# 2023-2024 Rosa Parks Elementary Phase One: Executive Summary for Schools\_09282023\_07:41

2023-2024 Phase One: Executive Summary for Schools

**Rosa Parks Elementary School**

**Claudine Barrow**

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

## 2023-2024 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our stakeholders include teachers, staff, parents, students, and community partners. SBDM committees meet monthly to make decisions that will impact the

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success of all our students. Each committee tries to get representation from each group when possible.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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

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.



2023-2024 Rosa Parks Elementary Phase Two: The Needs  
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2023-2024 Phase Two: The Needs Assessment for Schools

**Rosa Parks Elementary School**

**Claudine Barrow**

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

## **2023-24 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?

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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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, 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. In 23-24 we only had 12 students with 2-6 behavior referrals. 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

- From the 2021-2022 KSA to the 2022-2023 KSA, our percentage of students scoring proficient or distinguished in reading increased by 3% - from 77% to 80%.
- From the 2021-2022 KSA to the 2022-2023 KSA, our percentage of students scoring proficient or distinguished in math remained steady at 74%.

## 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 2022-23 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

- In 2022-2023, our KSA data showed that 80% of our students scored proficient or distinguished in reading, which is a 3% increase from the previous academic year. A
- In 2022-2023, our KSA data showed that 74% of our students scored proficient or distinguished in math which is identical to the previous school year.
- In 2022-2023, our KSA data showed that 59% of our students scored proficient or distinguished in science.
- In 2022-2023, our KSA data showed that 69% of our students scored proficient or distinguished in social studies.
- In 2022-2023, our KSA data showed that 52% of our students scored proficient or distinguished on the combined writing portion.
- Our overall score for KSA was 90.6, which is up from 86.1 in 2021-2022.
- Our Fall MAP Reading data indicates that 93% of Kindergarteners scored above the 41st%ile, 84% in 1st, 78% in 2nd, 89% in 3rd, 88% in 4th, and 86% in 5th.
- For MAP math, our Fall data indicates that 90% of Kindergarteners scored above the 41st%ile, 84% in 1st, 84% in 2nd, 91% in 3rd, 91% in math, and 88% in 5th.

#### 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

- On KSA for 2022 - 2023, our economically disadvantaged students were our lowest performing group in all subject areas. In reading, only 53% of the population scored proficient or distinguished, 36% in math, 26% in science, 30% in social studies, and 30% on the combined writing portion.
- According to our Fall 2023 MAP data, our 1st and 2nd graders have the highest percentage of students performing below the 40th%ile in both reading and math.
- For 1st grade MAP reading, 16% of students are performing below the 40th%ile, and for 1st grade MAP math, also 16% of students are performing below the 40th%ile.
- For 2nd grade MAP reading, 22% of students are performing below the 40th%ile, and for 2nd grade MAP math 6% of students are performing below the 40th%ile.

### 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. PBIS data for 2022-2023 indicates that over 98% of students have 0-1 office discipline referrals. See Attachments

### 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

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

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

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

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

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

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 directly below.

**ATTACHMENTS**

**Attachment Name**

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2022-2023 PBIS Tier 1 Report



2023-2024 RPE Key Core Processes



2023-2024 RPE School Key Elements





8. 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 District 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 PBIS Tier 1 Report	Behavior data from last school year.	• 7
 2023-2024 MAP Fall Data	data from MAP in the fall	•
 2023-2024 RPE Key Core Processes	Needs assessment	• 7
 2023-2024 RPE School Key Elements	key elements	• 7



2023-2024 Rosa Parks Elementary Phase Two: School  
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2023-2024 Phase Two: School Assurances

**Rosa Parks Elementary School**

**Claudine Barrow**

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

## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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**

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**COMMENTS**

21. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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**

**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: **Rosa Parks Elementary**

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission**

Rosa Parks Elementary School is a community of lifelong learners that demonstrates the knowledge, skills, and values required for productive global citizenship.

**Focus Area 1**

Our school's PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

**Focus Area 2**

All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

**How do the identified top two focus areas requiring professional learning relate to district goals?**

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- Diversity, Equity, Inclusion and Belonging



- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

By CLARIFYING what students must learn, MONITORING each student's learning, and TURNING DATA INTO INFORMATION, our PLC structure will in turn increase student achievement, improve our workforce, and better our organizational health and efficiency. Clarity brings about effectiveness, and there is no better way to ensure clarity than through an effective PLC structure.

**Describe Strategic Plan Priority Areas:**

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

The Fayette County Public Schools CDIP goals include:

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

**Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.**

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[Focus Area 1 Objectives](#)

**Short-Term Changes:**

Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Teachers and school administrators develop an understanding of the **Four Critical PLC Questions**.

Teachers and school administrators will develop an understanding of the **Professional Learning Communities at Work Continuum**.

Teachers and school administrators will develop an understanding of the **Three PLC Big Ideas**.

Teachers and school administrators will develop an understanding of the **PLC+ Framework** and associated **Five Key Questions**.

### Long-Term Changes:

Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

### Focus Area 1 Intended Results

#### Student Outcomes:

**Educator Beliefs:** 100% of school PLCs (teachers and school administrators) use a PDSA model effectively to improve student learning.

#### Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

### Focus Area 1 Monitoring

#### **What data will be considered and gathered?**

- Student achievement data, as measured by MAP, common unit assessments, and KSA.
- PLC agendas and minutes
- Instructional walkthrough data

#### **Who is responsible for gathering data?**

- Collaborative teams of teachers
- Administrators

#### **How frequently will it be analyzed?**

- Collaborative teams will complete the PLC Continuum Self-Assessment  
Teachers, school administrators, chiefs  
Three times a year

- Professional learning agenda  
Teachers, school administrators  
Each meeting as appropriate

- Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
- Student work analysis protocols, curriculum pacing, common assessment data
- Literacy integration - unit frameworks

## Focus Area 1 Indicators of Success

### **Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone—teachers, parents, students, peers working in other grade levels—can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

### **Monitoring Each Student’s Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

### **Turning Data Into Information**

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.

- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

### **Providing Students with Systematic Interventions and Extensions**

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

### **Interventions**

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

### **Extensions**

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

### **[Focus Area 1 Targeted Audience](#)**

All teachers and school leaders.

### Focus Area 1 Resources

Staff: Principal, Assistant Principal, Team Leaders, Teachers

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub

Instructional Resources: FCPS PLC Framework, *PLC +: Better Decisions and Greater Impact by Design*, *The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *The PLC + Facilitation and Activator's Guide*

### Focus Area 1 Ongoing Supports for Implementation

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.
2. Principal and Assistant Principal will work to provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.

## Focus Area 2

### Focus Area 2 Objectives

**All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

## **Focus Area 2 Intended Results**

### **Outcomes:**

- Families will develop an understanding of how to establish family reading routines for Spanish-speaking parents and their children at their school site. It involves vocabulary development and English language development for parents and their children. This engages parents in reading with their children, reflects the experiences of Latino families, and is centered around universal themes.
- Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.
- Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.
- Parents will understand how they can support learning at home, increasing parent participation and literacy skills.
- CTE teachers will consistently implement instructional best practices.
- All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.
- Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.

### **Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

### **Educator Practices:**

- All staff will engage and support school-based family engagement teams.
- School's family engagement team will meet regularly with FACE liaisons for support.
- Schools will participate in annual self-assessments.
- Schools will distribute annual family surveys and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.
- Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.



## **Focus Area 2 Monitoring**

### **What data will be considered and gathered?**

- DESSA data (fall, winter and spring)
- In-house survey data
- FCPS survey data
- Climate/Culture Survey on KSA

### **Who is responsible for gathering data?**

- Principal
- Assistant Principal
- Mental Health Specialists
- Teachers

### **How frequently will it be analyzed?**

- 3x a year (fal, winter, spring0)

## **Focus Area 2 Indicators of Success** (Please describe in detail.)

- Parents/Families will understand how they can support learning at home increasing parent/family participation and literacy skills.
- School-level family engagement teams will meet regularly.
- Increase in students scoring jo within the “typical” to “strength” range as measured by the DESSA.
- Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.
- Decrease in the number of in and out of school suspensions.

## **Focus Area 2 Targeted Audience**

All School Stakeholders

### Focus Area 2 Resources

- Staff: school-level family engagement teams, all staff, FACE director, FACE district liaisons, chief, associate director, coordinators, program managers, coaches, principals, assistant principals, teachers
- Technology: FCPS Professional Learning Website, NCFL online platforms (i.e. Wonderopolis), ROIS, Infinite Campus, Aperture System
- Instructional Resources: *Beyond the Bake Sale*, *Powerful Partnerships*, MTSS Guidance Document
- Professional Learning Support from Vendors: NCFL, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, FitTeach, etc.

### Focus Area 2 Ongoing Supports for Implementation

- Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs.
- Engage families in supporting their students' academic and career planning through Individual Learning Plans.
- Identify and increase opportunities for students to engage with business/industry partners.
- Continue to align CTE courses to the KDE program of studies for instructional effectiveness, create and foster CTE PLCs, complete course crosswalks and unit frameworks.
- Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that supports student success.

### Optional Extension

**FCPS Office of Human Resources**  
**Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations**  
**2023-2024**

**School: Rosa Parks Elementary**

**PL Representative: Heather Byall**

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
<b>PL Day #1</b>	Aug 7, 2023	6	N/A	<ul style="list-style-type: none"> <li>● PLCs Reset:</li> <li>Establish Norms</li> <li>Implement PDSA Model</li> <li>Create Calendar</li> <li>● Instructional Expectations</li> <li>● PBIS/MTSS</li> </ul>	<a href="#">RPE CSIP</a>	Increasing student achievement Highly effective culturally responsive workforce Organizational health and efficiency	<a href="#">FCPS CDIP</a>
<b>PL Day #2</b>	Aug 8, 2023	6	N/A	<ul style="list-style-type: none"> <li>● Social Emotional/Trauma</li> <li>● <i>Get Better Faster Scope &amp; Sequence Phase I</i></li> </ul>	<a href="#">RPE CSIP</a>	Increasing student achievement Highly effective culturally responsive workforce Organizational health and efficiency	<a href="#">FCPS CDIP</a>
<b>PL Day #3</b>	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference	FCPS CDIP Strategic Objectives		<a href="#">FCPS CDIP</a>
<b>PL Day #4</b>	Aug 10, 2023	6	District Funded	FCPS Teacher Institute	FCPS CDIP Strategic Objectives		<a href="#">FCPS CDIP</a>

<b>PL Day #5</b>	Aug 15, 2023	6	N/A	<b>Best practices in Tier I instruction</b> <ul style="list-style-type: none"> <li>• Teacher/Turn-Key Strategies</li> <li>• Formative Assessment &amp; Feedback</li> <li>• Content Vocabulary</li> </ul> <b>Best practices in small group instruction</b> <ul style="list-style-type: none"> <li>• ELA (Guided Reading Strat That Work)</li> <li>• MATH (AVMR)</li> </ul>	<a href="#">RPE CSIP</a>	Increasing student achievement Highly effective culturally responsive workforce Organizational health and efficiency	<a href="#">FCPS CDIP</a>
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<b>PL Day #6</b>	Jan 3, 2024	6	N/A	<b>New Year Recharge</b> <ul style="list-style-type: none"> <li>• Management/Relationship Building</li> <li>• Formative Assessment &amp; Feedback</li> <li>• Classroom Environment</li> <li>• Independent Practice</li> <li>• Summative Assessment &amp; Grading</li> </ul>	<a href="#">RPE CSIP</a>	Increasing student achievement Highly effective culturally responsive workforce Organizational health and efficiency	<a href="#">FCPS CDIP</a>
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**Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.**

<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							

**Principal Approval:**     Claudine Barrow      
*Signature*

4-27-23  
*Date*

**Date Approved by SBDM Council:**     5-2-23      
*Date*

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.