

Rosa Parks Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
 Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs)

- Rosa Parks will use a PDSA model effectively to improve student learning.

Focus Area 2: Assessment

- Rosa Parks will develop a balanced assessment system.

Focus Area 3: Acceleration

- Rosa Parks will develop and implement standard-based instruction to accelerate learning.

Focus Area 4: Culture and Climate

- Rosa Parks 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.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	95.6	92.9 (2.7)
State Assessment Results in science, social studies, and writing	80.9	82.3 (-1.4)
English Learner Progress	79.1	50.2 (28.9)
Quality of School Climate and Safety	81	81.2 (-0.2)
Postsecondary Readiness - <i>High School only</i>	N/A	N/A
Graduation Rate - <i>High School only</i>	N/A	N/A

1: State Assessment Results in Reading and Mathematics

By May 2028, Rosa Parks Elementary School will increase Reading and Math 100.8 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Rosa Parks Elementary will increase Reading proficient and distinguished level to 98.5 as measured by KSA. Current level is 96.9.	Professional learning for backward design, formative assessment, and visible learning	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	-FCPS Standard Benchmarks, Unit, formative, and interim assessments -Walkthrough Data	Principals and school chiefs will monitor quarterly through walkthroughs	-Title 2 funds -Teaching and Learning
By 2025, Rosa Parks Elementary will increase Math proficient and distinguished level to 96.2 as measured by KSA. Current level is 94.6.	Professional learning on concrete representation, abstract, and mathematical practices to HQIR resources.	Teachers work in collaborative teams to design units using backward design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-FCPS Standard Benchmarks, Unit, formative, and interim assessments -Walkthrough Data	Principals and school chiefs will monitor quarterly through walkthroughs	-Title 2 funds -Teaching and Learning

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2025 Rosa Parks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 80.9 to 82.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Rosa Parks will increase Science proficiency to 84.9, as measured by KSA. Current level is 83.3.	-Ensure that science is taught in all grade levels K-5 daily with a foundation of teaching and learning based on	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II

By October 2025 Rosa Parks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 80.9 to 82.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	HQIR anchor resources.				
Objective 2: By May 2025, Rosa Parks will increase Social Studies proficiency to 87.9, as measured by KSA. Current level is 86.3.	-Ensure that social studies is taught in all grade levels K-5 daily with a foundation of teaching and learning based on HQIR anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II
Objective 3: By 2025, Rosa Parks will increase Combined Writing proficiency to 74.6, as measured by KSA. Current level is 73.	-To strengthen writing across disciplines, focus on implementing research-based writing that aligns to Kentucky Academic Standards. Embed intentional writing practices across all disciplines.	-Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Rosa Parks Elementary will increase Proficiency in Reading to 69%.	-Establish consistent vertical alignment of standards and across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and address tiered intervention needs.			
By 2025, Rosa Parks Elementary will increase Proficiency in Math to 55%.	-Professional learning on evidence-based, high yield instructional strategies.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	-Provide professional learning for leaders and teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	-Provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies	ACCESS Results -Survey feedback	School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Title II
		-Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively	ACCESS Results -Survey feedback	School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

By October 2025 Rosa Parks Elementary will increase the Quality of School Climate and Safety status from 81 to 82.6.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Rosa Parks will increase belonging-focused initiatives to increase student efficacy to learn at high levels.	-Launch and support at least one district-approved mentoring program.	-Develop practices, strategies, and model structures for program development for mentoring programs (age-appropriate).	-Number of student participants -QSCS Results by student groups by school (ethnicity, gender)	-Office of Unity, Belonging, and Student Efficacy will monitor through student efficacy survey, attendance at the student level by program, and academics (i.e. grades) at the student level by program	District
		-Provide training/PD opportunities, onboarding, and implement a PLC process among school staff responsible for leading mentoring programs.	-Number of school staff identified and supported -Program sustainability	-Office of Unity, Belonging, and Student Efficacy will monitor the participation and engagement rate of the program.	District

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By Feb 2025, Rosa Parks Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February, Rosa Parks will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the school FACE committee will develop the focus for the year	<ul style="list-style-type: none"> • Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6
		Execute the expectations established on the FACE action plan	<ul style="list-style-type: none"> • Pre-Post action plan data/reflection • Participation data 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6
		Offer a variety of events, activities and supports for families per the FACE plan (parent cafe)	<ul style="list-style-type: none"> • Participation at events • List of resources provided- and # or families accessing the resources 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2024-2025 Rosa Parks Phase One: Executive Summary for Schools_09172024_12:47

2024-2025 Phase One: Executive Summary for Schools

Rosa Parks Elementary School

Claudine Barrow

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Lexington, Kentucky, 40513
United States of America

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2024-2025 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. 19% 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. 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 Southland Counseling 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

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 that 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 one 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Rosa Parks Phase Two: The Needs Assessment for Schools_09172024_13:02

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were 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 Kentucky Summative Assessment, 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 needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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. Last years behavior data indicates that only 8 students received 2-5 ODRs and only 2 students received 6+ ODRs. 2021-2022 DATA - According to KSA scores, 77% of students scored proficient or distinguished on reading and 74% scored proficient or distinguished on math. Our combined score was 92.9. All student groups scored above the state and district average in Reading and Math. Fall MAP data shows that 80.5% of all students are working above average in math and 76.5 in reading. Brigance data: 82.1 of Kindergarten students were considered kindergarten ready.

- From the 2021-2022 KSA to the 2023-2024 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 2023-2024 KSA, our percentage of students scoring proficient or distinguished in math remained steady at 74%.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the

state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- 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 2023-2024, our KSA data showed that 76% of our students scored proficient or distinguished in reading,
- In 2023-2024, our KSA data showed that 74% of our students scored proficient or distinguished in math which is identical to the previous school year.
- In 2023-2024, our KSA data showed that 59% of our students scored proficient or distinguished in science.
- In 2023-2024, our KSA data showed that 65% of our students scored proficient or distinguished in social studies.
- In 2023-2024, our KSA data showed that 63% of our students scored proficient or distinguished on the combined writing portion, which is a 11% increase from last year.
- Our overall score for KSA was 90.
- Our Fall MAP Reading data indicates that 96% of Kindergarteners scored above the 41ststile, 88% in 1st, 76% in 2nd, 83% in 3rd, 90% in 4th, and 87% in 5th.
- For MAP math, our Fall data indicates that 94% of Kindergarteners scored above the 41ststile, 92% in 1st, 88% in 2nd, 89% in 3rd, 93% in math, and 92% in 5th.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat 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. Kentucky Summative Assessment the data supports MAP. Our GAP groups for this school year will be our ELL and Economically Disadvantaged students.

- On KSA, 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 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 the school will utilize the strengths and leverages 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 continue to be above the state and district averages in all areas of academics. PBIS data for 2023-2024 indicates that over 95% 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
- 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 Processes
- 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

-  2024-2025 MAP Fall Data
-  2024-2025 RPE Key Core Processes
-  2024-2025 RPE School Key Elements





8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

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)
 2023-2024 RPE PBIS Behavior Report		•
 2024-2025 MAP Fall Data		• 7
 2024-2025 RPE Key Core Processes		• 7
 2024-2025 RPE School Key Elements		• 7



2024-2025 Rosa Parks Elementary Phase Two: School
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2024-2025 Phase Two: School Assurances

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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2024-2025**

School: Rosa Parks Elementary

PL Representative: Megan Barnes

	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
PL Day #1	Aug 5, 2024	6	SEC 6	Orton-Gillingham Training with Kim Cooper	RPE CSIP	Increasing student achievement in reading	FCPS CDIP
PL Day #2	Aug 6, 2024	6	District Funded	FCPS Convocation	FCPS CDIP Strategic Objectives		FCPS CDIP
PL Day #3	Aug 7, 2024	6	SEC 6	Orton-Gillingham Training with Kim Cooper	RPE CSIP	Increasing student achievement in reading	FCPS CDIP
PL Day #4	Aug 8, 2024	6	District Funded	Professional Learning Institutes	FCPS CDIP Strategic Objectives		FCPS CDIP
PL Day #5	Aug 13, 2024	6	N/A	Team Building Activities and MTSS/PBIS	RPE CSIP	Review protocols and procedures	FCPS CDIP
PL Day #6	Jan 6, 2025	6	SEC 6	Orton-Gillingham Training with Kim Cooper	RPE CSIP	Increasing student achievement in reading	FCPS CDIP
Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.							
Additional PL Plans							

Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Principal Approval: Claudine Barrow
Signature 4-18-24
Date

Date Approved by SBDM Council: 5-16-24
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.