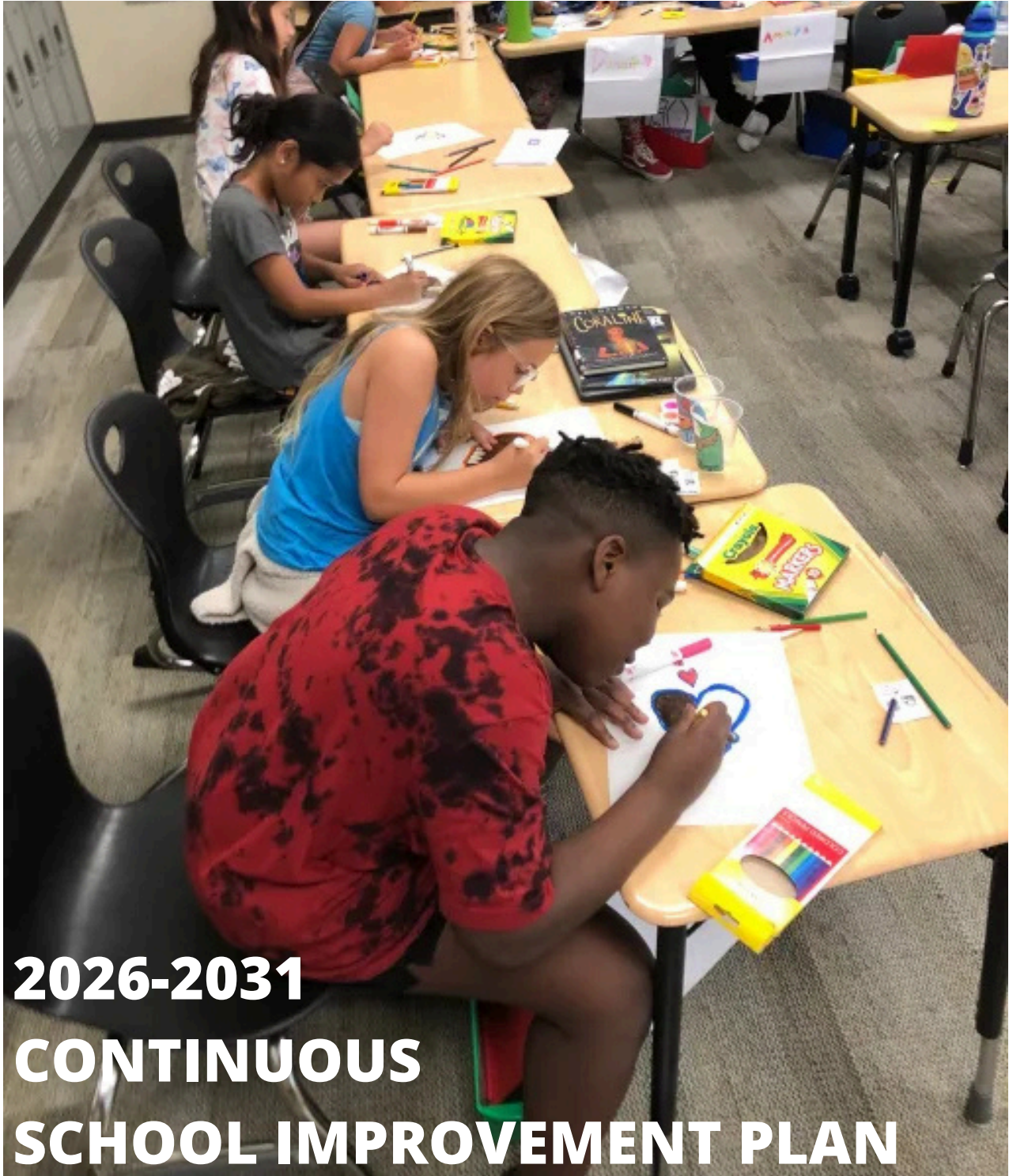




Park Hill School District

Building Successful Futures • Each Student • Every Day



2026-2031 CONTINUOUS SCHOOL IMPROVEMENT PLAN

Board approved May 14, 2026



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Park Hill School District

Building Successful Futures • Each Student • Every Day

Mission

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



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

Core Values

Visionary Leadership

Integrity

Student Focus

High Expectations

Continuous Improvement

Equity





Park Hill School District

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CSIP Team Members

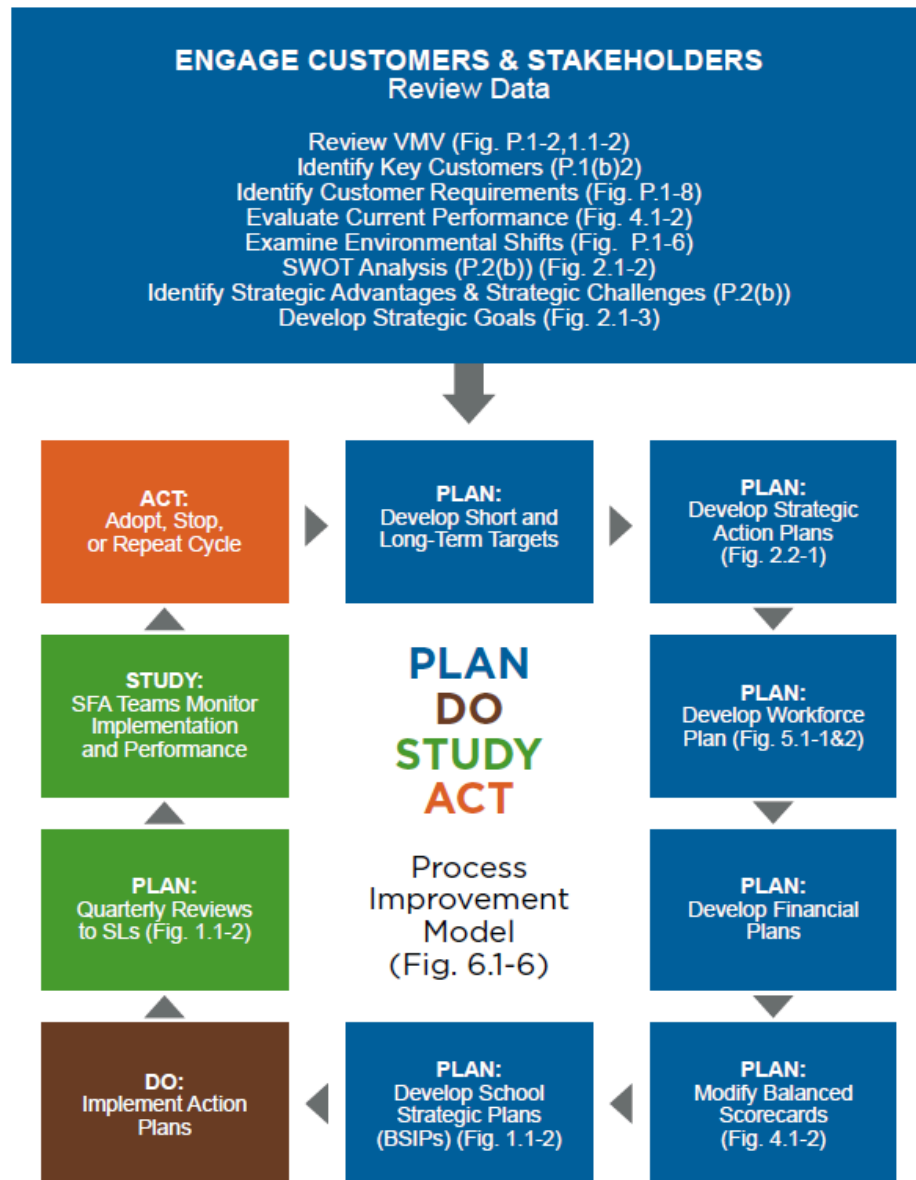
Ayanna Anderson, Teacher
Lorena Anderson, Instructional Coach
Shereka Barnes, Board of Education
Susan Bartlett, District Coordinator
Janice Bolin, Board of Education
Jasmine Briedwell, District
Administrator
Christopher Briggs, Parent
James Bruce, Learning Facilitator
Ryan Campbell, Teacher
Sheba Clarke, Parent
Stephanie Claunch, Support Staff
Taneka Collins, Counselor
Josh Colvin, District Administrator
Brittany Conklin, Parent/Teacher
Christina Courtney, District
Administrator
Ian Cunliff, Teacher
Terri Deayon, District Administrator
Jaime Dial, District Administrator
Amy Dillon, District Administrator
Chris Early, Principal
Vanna Easley, Principal
Bekha Embrey, Teacher
Debbie From, District Administrator
Marcus Fryatt, District Administrator
Kate Guier, Teacher
Melissa Hensley, Principal
Morgan Jamerson, Teacher
Latrese Kabuya, Parent

Jeremie Kahler, District Administrator
Paul Kelly, District Administrator
Adrianne Kelly, District Administrator
Misty Kikoler, Teacher
Mike Kimbrel, Superintendent
June LeBlanc, Parent
John Liberto, District Coordinator
Christina McGee, Parent
Cortney McQueen, Parent/Teacher
Merri Beth Means, District Administrator
Jenny Miscavish, Teacher
Alexia Norris, Board Member
Gwen O'Brien, Community Member
Josh Peters, District Administrator
Tammy Saylor, District Administrator
Andy Schuerman, District Administrator
Adrian Singletary, District Administrator
Keelie Stucker, District Administrator
Daryl Terwilleger, Board of Education
Suzanne Tiemann, Community Member
Harrison Todd, Board Member
Danny Todtfeld, Principal
Glenn Tott, Parent
Derrick Unruh, District Administrator
Ashley Van Horn, District Coordinator
Kelly Wachel, District Administrator
Corey Willich, Principal
Brandy Woodley, Board of Education





Our Process



A team consisting of board members, teachers, support staff, parents, and representatives of the local business community and non-profit organizations met over the course of the fall of 2025 to engage in the above process to develop the district's strategic plan (or CSIP).





Park Hill School District

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



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Key Customer Requirements

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

Student Key Requirements



Safe learning environment



Treats students respectfully and fairly



Helps students to graduate



Prepares students to be successful in college/career



Provides students help when they need it



Helps students to do their best work



Makes learning interesting



Provides a caring environment

Parent/Stakeholder Key Requirements



Well-qualified teachers and staff



Safe and orderly learning environment



Caring learning environment



Financial responsibility and integrity





Strategic Context

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



STRATEGIC ADVANTAGES

- Rigorous curriculum and instruction
- High Expectations
- Access and Inclusion Work
- Financial Stability
- Continuous Improvement Culture
- High-quality staff
- Community support and engagement
- Technology Resources



STRATEGIC CHALLENGES

- Staff well-being
- Student well-being
- Aging facilities
- Staff retention
- Socio-political pressures
- Competitive environment
- Increase in special programs enrollment





Park Hill School District

2026 - 2031

COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN

GOAL

*Build successful futures
for Park Hill students
of all backgrounds*

ACADEMICS

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

MISSION

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

CULTURE

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

SYSTEMS

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

CORE VALUES

Visionary Leadership
Integrity
Student Focus
High Expectations
Continuous Improvement
Equity

BUILDING SUCCESSFUL FUTURES • EACH STUDENT • EVERY DAY



Measures: Attendance, Future Ready Asset Attainment

- **Objective 1: ACADEMICS**
 - Implement the Park Hill teaching and learning model where students learn through experiences and inquiry.
- **Objective 2: CULTURE**
 - Create an environment where all members of the Park Hill community feel a sense of belonging.
- **Objective 3: SYSTEMS**
 - Maximize Park Hill human and financial resources and address aging facilities in order to remove barriers to learning.





Measures: NWEA Reading Achievement and Growth, NWEA Math Achievement and Growth, EOC ELA Achievement and Growth, EOC Math Achievement and Growth

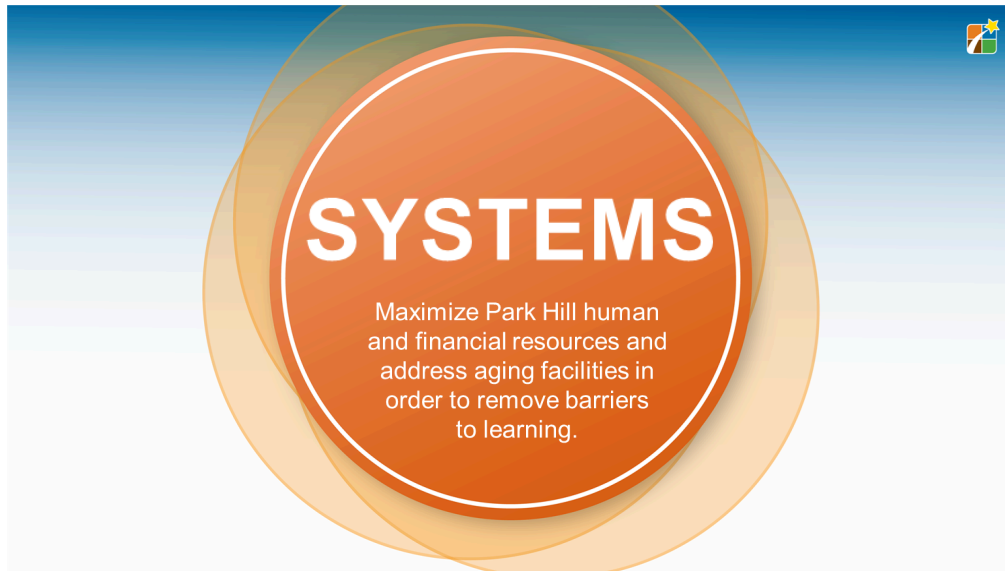
- **Strategy 1:** Deploy MTSS: Fully deploy a tier one learning model and expand and systemize intervention processes for K-12 math and reading.
- **Strategy 2:** Fully deploy a plan to implement AVID schoolwide K-12.
- **Strategy 3:** Implement instructional practices to support students with barriers to learning and to promote belonging.



Measures: Student Belonging, Respecting and Valuing Identities, Community-School Fit

- **Strategy 1:** Deploy MTSS: Expand and systemize intervention processes PreK-12 for behavior and attendance.
- **Strategy 2:** Implement a restorative practices model PreK-12.
- **Strategy 3:** Deploy a comprehensive student and staff well-being plan.
- **Strategy 4:** Develop a chart of work to implement the Drivers and Narratives.
- **Strategy 5:** Implement a comprehensive plan to increase community engagement.





Measures: Staff Retention, Providing Equitable Facilities, Unrestricted Operating Funds

- **Strategy 1:** Recruit, retain, and support a high-qualified staff representative of our students.
- **Strategy 2:** Deploy a long-range facilities plan.
- **Strategy 3:** Sustain a fiscally intentional operating budget reflective of strategic goals.





Park Hill School District

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Appendix



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Glossary of Terms

- **Belonging**: A feeling of safety in the establishment of high trust/low stress environments; the notion of feeling as if you can be/display your authentic self without the risk of embarrassment, rejection, hurt, or harm*
- **Continuous Improvement**: Ongoing effort to improve programs, processes, and results in the pursuit of excellence
- **Engaged Staff**: Professionals who impact the mission, vision, and values of the school community with a sense of purpose
- **Equity**: The practice of removing barriers and providing people access and opportunities based upon what they need*
- **High Expectations**: Holding high standards, quality, effort, and results while offering social-emotional support and scaffolding
- **Integrity**: The consistent adherence to Park Hill's mission, vision, and values, acknowledging the impact on students, staff, parents, and community
- **Relevant Education**: Intentional experiences that are meaningful, transferable, and have a positive impact on students' lives
- **Student Focus**: Relentless intent to keep students at the center of every decision
- **Visionary Leadership**: Creating an environment that fosters innovation and inspiration

A "" denotes a definition that is also included in the glossary for the Drivers and Narrative statements.*





Park Hill School District

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Appendix B

PHSD Graduate Profile

GRADUATE PROFILE

COLLABORATIVE SKILLS

Collaborative skills enable individuals to effectively communicate with others, leveraging diverse talents in a multicultural and global context.

FUTURE READY ASSETS

Future ready assets are industry and college-level credentials or distinctions that make students more marketable after graduation.

LEARNING DISPOSITIONS

Learning dispositions are attitudes that guide students toward success, including a sense of purpose, independence in learning, and a growth mindset.

CONTENT KNOWLEDGE

Content knowledge is academic proficiency in the humanities and sciences.

RESILIENCE

Resilience is the ability to cope and adapt through stress and adversity, incorporating self-care, grit, and self-regulation.

THINKING SKILLS

Thinking skills are mental processes we use to think critically, solve problems, and innovate.

GRADUATE
PROFILE



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Appendix C

PHSD Instructional Beliefs

INSTRUCTIONAL BELIEFS

We believe learning:

- ★ Is inclusive of every student
- ★ Is enhanced when social, emotional, and cultural needs are met
- ★ Is a process that changes and deepens as students construct meaning
- ★ Should be integrated and transferable
- ★ Involves taking risks and making mistakes
- ★ Is supported on a foundation of positive relationships
- ★ Should leverage students' voice and interests



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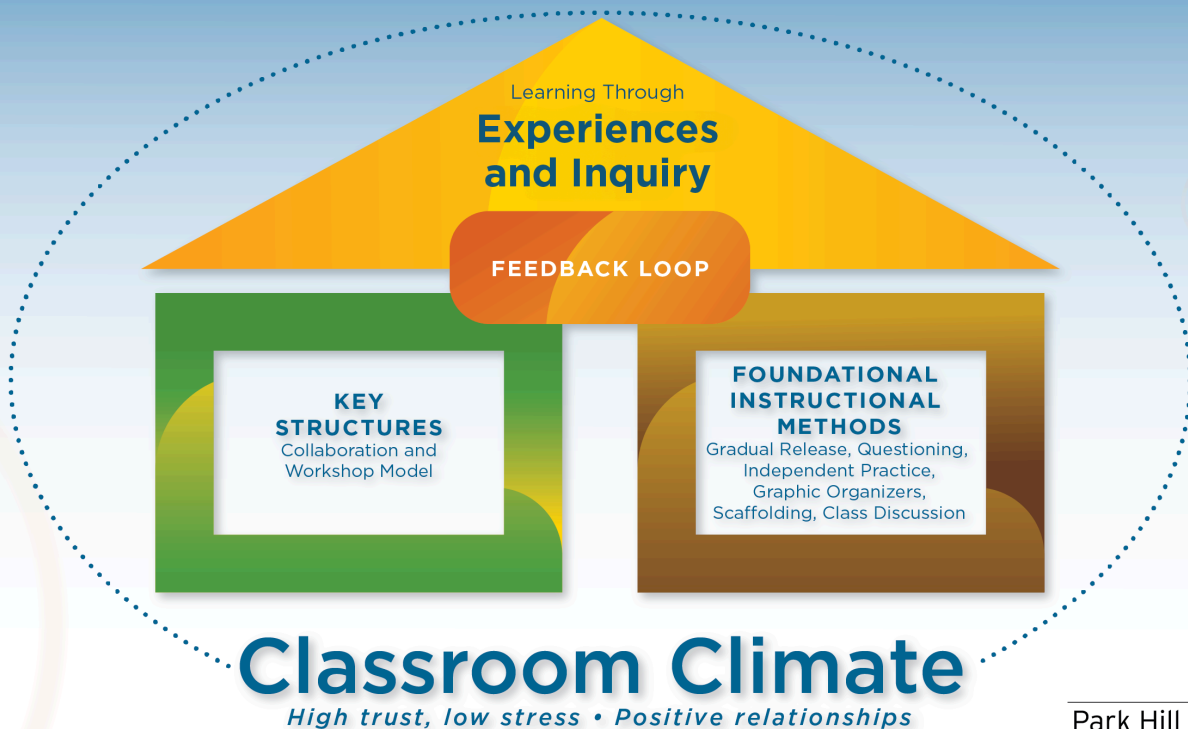
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Appendix D

PHSD Learning Model

LEARNING MODEL



Park Hill School District

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Appendix E

PHSD Behavior Philosophy Statements

PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe:

- ★ All behavior is communication
- ★ All behavior is learned, and positive behavior can be taught
- ★ Teaching both positive and academic behavior is our responsibility
- ★ Positive student-teacher relationships are essential to student success
- ★ Every student is deserving of positive relationships with staff, regardless of behavior
- ★ Proactive practices are more effective than punitive practices at promoting positive behaviors
- ★ Individual student needs require unique approaches
- ★ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences



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PHSD Drivers and Narratives



DRIVERS AND NARRATIVES

IN PARK HILL SCHOOL DISTRICT

Drivers and Narrative Statements

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

Create Safe and Welcoming Spaces

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

Cultivate Meaningful Connections

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

Expect Accountability

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

Ensure Inclusive Representation

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

Engage in Purposeful Learning and Conversations

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

Share our Stories and be Clear in our Communications

We will honor the stories of our Park Hill community and promote our commitment to DEIB practices by clearly communicating our successes and learning opportunities.





PHSD Drivers and Narratives

Glossary of Terms

Glossary of Terms

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

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

DEIB- Diversity, Equity, Inclusion, and Belonging

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

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

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

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

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

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

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

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

