2019-20 Rosa Parks Elementary Phase Three: Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 12/20/2019
Status: Open
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 740 students. Our demographics include 61% White, 28% Asian, 2% African American, 5% Hispanic, and 4% other. 10% of our students qualify for Free/Reduced lunch and 16% 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 - Academic Team - Recycling Team - Sustainability Team - Trailblazer Cross Country - Academic Challenge - and Governor's Cup Academic Team.

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 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 the 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.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school’s improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Rosa Parks has found it a struggle to provide intervention services and ELL support to students due to our limited staffing. We receive no Title 1 or additional support staffing due to the low percentage of F/R students so our SBDM Council has to be creative with staffing and scheduling to get these services provided for our students. Our district has currently added ELL staff to our school, and we are tracking data to see the effect it will have on our ELL population. The school also has a Trailblazer After School Program which not only provides homework support to the enrolled students, but generates additional funding for the school to create flexibility for additional staffing that provides intervention. We do have a Read to Achieve teacher that services K-3, and with the additional funds we can support intermediate students.
2019-20 Rosa Parks Elementary Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 10/29/2019
Status: Open
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.

Claudine Barrow - September 27, 2019
2019-20 Rosa Parks Elementary Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 10/31/2019
Status: Open
Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g., 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices, and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results are reviewed often by Rosa Parks Staff. Teachers analyze and review data during PLCs weekly, 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 protocol.
Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

**Example of Current Academic State:**
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

See Attachments Below
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See Attachments Below
Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

See Attachments Below
Potential Source of Problem

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 outlined below:

KCWP 1: Design and Deploy Standards  
KCWP 2: Design and Deliver Instruction  
KCWP 3: Design and Deliver Assessment Literacy  
KCWP 4: Review, Analyze and Apply Data  
KCWP 5: Design, Align and Deliver Support  
KCWP 6: Establishing Learning Culture and Environment

See Attachments Below
## Attachment Summary

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<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
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<td>Fall MAP Classroom Comparison 19-20</td>
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<td>MAP/KPREP Data</td>
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<td>Needs Assessment Data Review 2018-2019</td>
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<td>Spring MAP Report</td>
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2019-20 Rosa Parks Elementary Phase Three: Closing the Achievement Gap

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 12/19/2019
Status: Open
The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Overall, RPE does not have a large percentage of students falling into any one category of Gapgroups. Currently our Asian population is our largest group of students with at 28% of students. Our second largest group of students is ELL at 16%. Our free and reduced lunch is 10%.

**ATTACHMENTS**

**Attachment Name**

- Rosa Parks Elementary Achievement Gap Group Identification
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Rosa Parks Elementary is a very diverse school with a wide variety of cultures, disabilities, economic backgrounds, etc. The differences in our school are valued in every way by everyone. We want this school to be a place where students, parents, community leaders, staff, etc. know they belong. The learning environment is one that promotes growth in the whole child while teaching all students to accept, respect, and love the fact that we are all different. Teachers and staff in our building work hard to ensure that students are learning in their zone of proximal development and moving forward. Tiered instruction is utilized to meet the needs of all students regardless of gap group. We do what is best for all kids and have a growth mindset that is focused on the individual needs of each student. It is truly amazing to watch the acceptance in the school family take place. Whole child growth is often not shown through state assessment but is praised by teachers, students, and families when we get to see the growth of students in ways beyond that of academics. Regardless of disability, economic status, cultural diversity, etc. our school operates as a family that takes care of each other. Our students are proud to showcase their successes no matter how big or small. Rosa Parks is very unique in this area because the climate and culture for all kids is one that is truly focused on each child as an individual.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

Over the last two years the data shows that we have maintained or reduced the gap with our students with a disability in both Math and Reading. The most significant area that was noticed as a decline was our economically disadvantaged students in math going from 70.3% in the 14-15 school year to 67.7% in the 15-16 school year to 45% proficient in the 16-17 school year. It did go up in 2018-2019 to 51% in math. However, at the same time we are still needing to focus on our ELL gap group. In the 2015-2016 school year, the ELL gap group in Math went from 80% proficient to 58.3% proficient. In 2018-2019 61% scored proficient.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

RPE has shown improvement and/or stability with our students with disabilities. Our percentage of students scoring proficient or higher in Math and in Reading has stayed pretty stable. The increase has not been as significant as we would have liked, however tiered instruction has been increased this year and data is showing larger gains in this area. In 2018-2019, 61% scored proficient in reading and 43% scored proficient in math.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

There are six groups at Rosa Parks that make up the GAP groups including Economically Disadvantaged, Disability, African American, Asian, Hispanic, and ELL. Over the three year trend data, economically disadvantaged has made a steady decline in performance of those students scoring proficient in math and in Reading. Scores went from 77.40% in 2015 to 67.5% in 2016 in Reading and in 2018 69% and in math, 67.7% in 2015 to 45% in 2016. In 2018 51% scored
proficient in math. In addition, our ELL students have dropped in Reading from 46.7% to 41.7% in Reading and 80% to 58.3% in Math. In 2018, they scored 43% in reading and 61% in math.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Our school was awarded the Read to Achieve Grant to support students struggling in the area of reading with a highly trained full time reading intervention teacher. The RTA grant focuses on early reading intervention (K-3) for students who are scoring novice on MAP and FAST data. The grant is targeting these students to build reading foundational skills in order to bring students up to grade level. The grant teacher along with a lower primary teacher in the building are also provided with ongoing professional development to learn instructional strategies. They will then share these strategies with colleagues in PLC meeting and staff meetings along with implementing the strategies in their instruction. In addition, MTSS PD is ongoing to help teachers identify needs of students and implement effective and efficient tiered instruction. RPE has developed an MTSS and data collection protocol to monitor the success of each GAP group as well as the success of any student in need of differentiated or tiered instruction. The school has also been given additional staff for our ELL population and strategies have been put in place to identify the greatest needs and have appropriate structures and adequate opportunities for tiered instruction. Special education staff and resource teachers participate in ongoing PLC's with district staff to promote strategies for students' specific needs. SPS meetings are held as needed to determine the next steps for students who are struggling in Tier 1 instruction. Tier 2 intervention takes place for all gap students falling below the 40th percentile on MAP. Assistants and other para professionals in our building are trained to implement programs for both reading and math to support students receiving all three tiers of instruction. Teachers meet bi-weekly to review achievement data and determine next steps for identified students. SPS meeting are followed up every 4-6 weeks to determine student success, unless there is a need for the meeting to happen sooner.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The main barrier for RPE is the ability to purchase intervention staff from school funding. We do not receive any additional intervention through regular staffing formulas, and are faced each year with creative staffing arrangements in order to fund additional staff for this purpose. We only have an interventionist that provides reading intervention for primary grades K-3. This year we purchased part-time interventionist for intermediate that will provide services for reading and math. All teachers K-5 do Tier 1-3 intervention as well as additional differentiation without much support. In addition, when we can hire part time help the caseload of students is so much that there is not enough time to be spread throughout the various needs that are going on in each subject area.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)
This CSIP is developed, analyzed by the leadership team, team leads and the SBDM Council. All PLC grade level teams review formative and summative data to determine the impact of their instruction. The teams will look at the data to focus on gap, achievement and growth trends. These teams also meet with the intervention team to analyze formative data and create instruction plans based on the evidence from students data. Having these PLC meetings allows for all stakeholders to communicate together and determine what is working for students and where instructional practices need to be adjusted or changed.
III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached
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<td>Rosa Parks Elementary Measurable Gap Goal</td>
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2019-20 Rosa Parks Elementary Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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Claudine Barrow
1251 Beaumont Centre Ln
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Last Modified: 10/29/2019
Status: Open
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
  - No
  - N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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
9. If the school is 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

10. If the school is 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

11. If the school is 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

12. If the school is 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

13. If the school is 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

14. If the school is 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.
15. If the school is 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

16. If the school is 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
17. If identified for 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
- [x] N/A
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
  - No
  - N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
  - No
  - N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

  - Yes
  - No
  - N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

  - Yes
  - No
  - N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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
Rosa Parks’ Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
### 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase Proficiency in Combined Reading and Math from 82.25% to 87.25% by 2023-2024 as measured by state required assessments.

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<thead>
<tr>
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<td>Objective 1</td>
<td>Design a systemic approach for the design and delivery of a high quality instructional program to ensure that all students are receiving highly effective Tier 1 instruction. KCWP 2</td>
<td>Process – Teachers will apply item analysis in the weekly PLC process to engage in PDSA activity in order to increase the effectiveness of Tier 1 instruction.</td>
<td>Increase student mastery of standards as evidence through: common assessments, walkthrough data and monthly common assessment item analysis results.</td>
<td>Practice – Teachers will plan for and implement active student engagement strategies. (Feedback .70, Class Discussion .85, etc.) Hattie:Visible Learning 2018</td>
<td>Increase in the walkthrough Active learning environment score as evidenced by the walkthrough tool and data.</td>
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</tbody>
</table>

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal): Increase proficiency for separate academic indicator for all students from 68% to 73% by 2023-2024.

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<tr>
<td>Objective 1: Increase proficiency in separate academic indicators from 68% to 69.25% by 2019-2020 as measured by state required assessments.</td>
<td>Develop a systematic approach for teachers to demonstrate an understanding and in-depth knowledge of content and maintains an ability to convey Science, Social Studies, and Writing content to students. KCWP 2</td>
<td>Practice – Teachers will collaborate in PLC’s to construct graphic organizers to be used in instruction. Process – Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures for Science, Social Studies, and Writing.</td>
<td>Increase in separate academic indicators proficiency score as evidenced by KPREP. Monthly calibration of scoring during PLC will determine an increase in student proficiency.</td>
<td>Formative and summative assessment data will be analyzed in PLC meetings.</td>
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</table>
### Goal 3 (State your Gap goal): Increase the average combined reading and math proficiency rates for all economically disadvantaged students in the Gap Group (non-duplicated) from 67% to 74.5% by 2023-2024.

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<th>Which <strong>Strategy</strong> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</th>
<th>Which <strong>Activities</strong> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</th>
<th>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</th>
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| • KCWP 1: Design and Deploy Standards  
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  • KCWP 3: Design and Deliver Assessment Literacy  
  • KCWP 4: Review, Analyze and Apply Data  
  • KCWP 5: Design, Align and Deliver Support  
  • KCWP 6: Establishing Learning Culture and Environment | • KCWP 1: Design and Deploy Standards Classroom Activities  
  • KCWP 2: Design and Deliver Instruction Classroom Activities  
  • KCWP 3: Design and Deliver Assessment Literacy Classroom Activities  
  • KCWP 4: Review, Analyze and Apply Data Classroom Activities  
  • KCWP 5: Design, Align and Deliver Support Classroom Activities  
  • KCWP 6: Establishing Learning Culture and Environment Classroom Activities | |

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| Objective 1  
By May 2020, 70% of non-duplicated gap students will score at or above proficiency in reading and math. | Make sure systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative). KCWP 1 | Process - Ensure ongoing professional development in the area of best practices strategies/teacher clarity and grade appropriate assignments to aid in curricular adjustments when students fail to meet mastery. (Data will be collected during the PLC process and using the walkthrough data to measure strategies used in the classroom. Results will be shared with the instructional team monthly.) | Increase proficiency for non-duplicated gap students as measured by watch list by MAP, KPREP, and district common assessments. | | |
4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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Goal 5 (State your Growth goal): By 2023-2024, the growth indicator score will increase from 56 to 60.

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<tr>
<td>Objective 1</td>
<td>KCWP 4</td>
<td>Develop a systemic approach to reviewing, analyzing, and applying data to ensure at least 80% of students falling below proficiency met growth goals.</td>
<td>Process - Develop a clearly defined RTI with a data analysis protocol and developing a monitoring tool for tiered intervention. (RTI 1.29) Hattie: Visible Learning 2018</td>
<td>Increased proficiency and growth as measure by MAP, KPREP, FAST, and district common assessment. MTSS Progress Monitoring PLC agenda minutes</td>
<td></td>
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.