



2021-22 Phase One: Continuous Improvement Diagnostic for Schools Park City

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

<u>2021-22 Phase One: Continuous Improvement Diagnostic for Schools</u>	3
---	---

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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 2021-22 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
- Professional Development Plan for Schools

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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Beth Davidson 9/21/21



2021-22 Phase Two: School Assurances Park City ES

2021-22 Phase Two: School Assurances

Park City Elementary School
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Park City, null, 42160

Table of Contents

<u>2021-22 Phase Two: School Assurances</u>	3
---	---

2021-22 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 ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

- No
- N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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

6. 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

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

9. 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

10. 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

11. 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

12. The school educates teachers, specialized instructional support personnel, principals, and 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

13. 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

14. 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

15. 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

16. 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

COMMENTS

17. 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

COMMENTS

18. 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

COMMENTS

19. 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

COMMENTS

20. 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

COMMENTS

21. 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. 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

22. 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

COMMENTS

23. 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

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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

COMMENTS

29. 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.

Yes

No

N/A

COMMENTS

30. 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

COMMENTS

31. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report PC

2021-22 Phase Two: School Safety Report

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

<u>2021-22 Phase Two: School Safety Report</u>	3
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2021-22 Phase Two: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8/9/20

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: The Needs Assessment for Schools Park City ES

2021-22 Phase Two: The Needs Assessment for Schools

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	9

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process for developing the Comprehensive School Improvement Plan: - Our original CSIP structure was centered around having adhoc planning committees organized around the nine standards of Kentucky's Standards and Indicators for School Improvement (SISI) document. These teams were designated by our Site-Based Decision Making Council and consisted of teachers, parents, Family Resource Center personnel, community members and the administrator. These committees represented a needs assessment team to gather data for school improvement. Our current committee structure focuses on the three core paradigms of Leader in Me schools; Leadership, Culture and Academics. Committee membership includes, but

not limited to the following people: Beth Davidson – Principal, Nikki Poland - Counselor, Della Peavler - RTA Teacher, Ben Jackson - Math Intervention Teacher, Dana Barrett- MAT, Ben Gassaway - Preschool Teacher, Cheyanne Cumberland – Preschool Teacher, Trista Poland - Kindergarten Teacher, Kelsey Thomas - Kindergarten Teacher, Julia Grothe– 1st Grade Teacher, Sheyenne Palmore – 1st Grade Teacher, Diana Mansfield – 2nd Grade Teacher, Angela Reeder – 2nd Grade Teacher, Miranda Bonifay – 3rd Grade Teacher, Chelsey Keene - 3rd grade teacher, Angela Goodman - 4th Grade Teacher, Angela Riggs - 4th Grade Teacher, Whitney Combs - 5th Grade Teacher, Carrie Lester - 5th Grade Teacher, Kerrie Nicholson – 6th Grade Teacher, Meridith Parker - 6th Grade Teacher, Alicia Allen - ECE Teacher, Ronny Atteberry - ECE Teacher, Kenny Carey – ECE Teacher, Sharon Wilson - ECE Teacher, Whitney Mouser – Speech Pathologist, April Nuetzman – Speech Pathologist, Megan Dickerson – Barren Beyond the Bell Coordinator, Cee Cee Doyle - Library Media Specialist, Lori Green - Art Teacher, Nick Compton – PE Teacher, Jason Shores - Music/Technology Teacher, Kim Nunn – FRYSC, Penny Huffman – FRYSC, Stephanie Dickerson – Health Dept., Tiffany Somerville – Community Member, Stacy Janes – Community Member/Parent, Patty Gentry – FRYSC Coordinator, Judy Gossett – Community Member/Pathfinders, Dallas Cline - Community Member/Parent, Teresa Harlow - Community Member, Michelle Rowe - Community Member/Parent, Bethann Payne – Parent - SBDM, Lindsay Huff – Parent - SBDM. Our annual adhoc committee meeting schedule is as follows: a meeting(s) in fall to review assessment results and complete a needs assessment, a meeting in winter to review progress towards goals and a meeting in the spring to review progress towards goals. In addition the needs assessment data includes; results from K-Prep, MAP and other assessments were used to identify areas of strengths and weaknesses for our school. The Gallup Student Poll and TELL Survey (teacher) were used to gauge the climate and culture of the school.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Overall - while not comparable for many reasons (change in test format/length, changes in standards assessed, change in all accountable students vs only those tested, etc), we have trend data that is “disjointed” in terms of overall, long-term

trend. In comparison to the district state testing data from the spring of 2020, in reading and math, 24.7% of Park City students scored Proficient/Distinguished, and 35% of student from the other 6 elementary schools scored Proficient/Distinguished. Due to COVID, we have no testing data to compare from the 19-20 school year. -The number of behavior referrals has decreased significantly from the 19-20 school year to the 20-21 school year. This was due in part to having fewer students in the building as approximately 1/3 of our student body chose the virtual option. -Student attendance percentage for the 2020-21 school year - 94.57% as compared to 94.1% in the 2019-2020 school year. -Teacher attendance percentage for the 2020-21 school year was 96.4% as compared to 96.8% in the 2019-2020 school year.

ATTACHMENTS

Attachment Name

 Park City 2021 Overall Math KAS

 Park City 2021 Overall Reading KAS

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

CURRENT ACADEMIC STATE: -Twenty-eight percent (28%) of students in the achievement gap scored in the proficient/distinguished category on KSA reading. -Twenty-seven percent (27%) of students with an IEP scored in the proficient/distinguished category on KSA reading. -Twenty-one percent (21%) of students in the achievement gap scored in the proficient/distinguished category on KSA math.

-NWEA MAP Scores comparing spring 2021 and fall 2021 scores are attached. NON-ACADEMIC CURRENT STATE: -Teacher attendance rate was _____% for the 2020-21 academic year. -2020 Impact survey results indicated that 66% of the school's teachers received adequate professional development as compared to 56% in Barren County and 59% statewide. -2020 Impact survey results indicated that 72% of teachers perceived that there is a positive learning climate as compared to 68% in Barren County and 62% statewide.

ATTACHMENTS

Attachment Name

 Park City NWEA MAP Scores Spring 2021 to Fall 2021

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (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.

-25.3% of all students scored in the novice category on both the math and reading 2021 KSA assessment. -2.4% of 5th grade students scored distinguished on writing as compared to the district score of 18.2% on the 2021 KSA assessment. -0% of students in 4th and 5th grade reading scored in the distinguished category on the 2021 KSA assessment. -0% of students in 4th, 5th, and 6th grade math scored in the distinguished category on the 2021 KSA assessment. See chart for comparison of all students' scores designated as Economically Disadvantaged and Non-Economically Disadvantaged.

ATTACHMENTS

Attachment Name

 Economically vs. Non-Economically Disadvantaged KAS 2021

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

-See attached NWEA MAP scores which show that students did not regress over the summer which is typically the trend. -The amount of novice on the 2021 KAS reading assessment was 35.4% as compared to the state average of 34.8% which shows that our scores are similar due to the current situation. -The amount of novice on the 2021 KAS math assessment was 25.3% as compared to the state average of 30.4% which shows that the amount of students in the novice category is significantly lower than the state average.

ATTACHMENTS

Attachment Name

 [NWEA MAP Spring 2021 and Fall 2021 Scores](#)

Evaluate the Teaching and Learning Environment

6. 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](#)

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

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

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 below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Based upon the analysis of current state, the trends, and the teaching & learning environment the problem appears to be with design and delivery of research based instruction that is standards based (KCWP 1 and 2). This addresses the need for increased performance for students with and without disabilities. By purposeful and directed staff professional learning of the standards, DOK, LI/SC, common assessment and rigorous instruction, student access to aligned & rigorous curriculum will improve and enhance student achievement.

ATTACHMENTS

Attachment Name

 [Park City Elementary Key Elements 2021](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Economically vs. Non-Economically Disadvantaged KAS 2021</u>		• 4
 <u>NWEA MAP Spring 2021 and Fall 2021 Scores</u>		• 5
 Park City 2021 Overall Math KAS		• 2
 Park City 2021 Overall Reading KAS		• 2
 <u>Park City Elementary Key Elements 2021</u>		• 6
 <u>Park City NWEA MAP Scores Spring 2021 to Fall 2021</u>		• 3

Park City Elementary KAS 2021
All Students Economically Disadvantaged

Scores	N	A	P	D
Reading	42.3%	30.8%	24.5%	3.5%
Math	28%	51%	18.9%	2.1%

Non-Economically Disadvantaged

	N	A	P	D
Reading	20%	27.3%	40%	12.7%
Math	18.2%	47.3%	23.6%	10.9%

Math MAP Data

		Previous Spring Results							
Grade Level	Spring 21 RIT	Norm RIT	Fall 21 RIT	Norm RIT	Winter 22 RIT	Norm RIT	Spring 22 RIT	Norm RIT	
K	NA	NA	142(+3)	139		150.13		157.11	
1st	153.4	157.1	156.3 (-3.7)	160		170.18		176.4	
2nd	172.2	176.4	172.8 (-2.3)	175		184.07		189.42	
3rd	182.6	189.4	178.5 (-10)	188.5		196.23		201.08	
4th	198.6	201.1	196.5 (-3)	199.55		206.05		210.51	
5th	201.3	210.5	201.7 (-7.4)	209.1		214.7		218.75	
6th	206.7	218.7	205.3 (-9.45)	214.75		219.56		222.88	

Reading MAP Data

		Previous Spring Results							
Grade Level	Spring 21 RIT	Norm RIT	Fall 21 RIT	Norm RIT	Winter 22 RIT	Norm RIT	Spring 22 RIT	Norm RIT	
K	NA	NA	142 (+2.4)	139.6		146.28		153.09	
1st	150.5	153.1	152.9 (-3)	155.93		165.85		171.4	
2nd	168.3	171.4	168.1 (-4.2)	172.3		181.2		185.57	
3rd	182.2	185.6	178.5 (-8)	186.5		193.9		197.12	
4th	194.8	197.1	195.9 (-0.8)	196.7		202.5		204.83	
5th	198.5	204.8	198.1(-6.4)	204.5		209.12		210.98	
6th	202.5	211	202.8 (-7.4)	210.2		213.81		215.36	

Overall Math Park City Elementary Spring 2021

	School	District
Distinguished	4.5	9.8
Proficient	20.2	25.2
P/D	24.7	35.0
Apprentice	50.0	41.9
Novice	25.3	23.2

Overall Reading Park City Elementary Spring 2021

	School	District
Distinguished	4.5	9.8
Proficient	20.2	25.2
P/D	24.7	35.0
Apprentice	50	41.9
Novice	25.3	23.2

Key Elements of the Teaching and Learning Environment - District

School: Park City Elementary

Date: October 21, 2021

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> ● Summer PL Sessions ● District PLC structures & sessions throughout year ● School level PLC sessions by content ● Common grade level pacing maps/guides ● Coaching support
<p>KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<ul style="list-style-type: none"> ● PL Plan ● Visible Learning Implementation & support ● S-Team data
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> ● Visible Learning Plan ● Common Assessment ● Districtwide training in conjunction with standards work ● RTI Plan
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> ● Continuous Improvement Cycle ● Data Teams process ● PLC Structure ● Implementation Science (TZone) process
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> ● RTI/S-Team Model ● Counselor/Mental Health plan ● Benchmark & Interim Assessment Data
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> ● PBIS & Safe Schools Data ● Data Teams process ● SEL Plan ● Induction and Mentoring Program

Math MAP Data

		Previous Spring Results							
Grade Level	Spring 21 RIT	Norm RIT	Fall 21 RIT	Norm RIT	Winter 22 RIT	Norm RIT	Spring 22 RIT	Norm RIT	
K	NA	NA	142(+3)	139		150.13		157.11	
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Reading MAP Data

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Grade Level	Spring 21 RIT	Norm RIT	Fall 21 RIT	Norm RIT	Winter 22 RIT	Norm RIT	Spring 22 RIT	Norm RIT	
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4th	194.8	197.1	195.9 (-0.8)	196.7		202.5		204.83	
5th	198.5	204.8	198.1(-6.4)	204.5		209.12		210.98	
6th	202.5	211	202.8 (-7.4)	210.2		213.81		215.36	



2021-22 Phase Three: Professional Development Plan for Schools Park City ES

2021-22 Phase Three: Professional Development Plan for Schools

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
---	---

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Our district's mission is "Where Opportunity Creates Success," and the vision for our district is to "Become Life Ready." The core values of our district are as follows: serving others through teamwork and collaboration; providing learning experiences that promote content mastery and critical thinking; demonstrating creativity and inventiveness in our work; taking ownership to find your path to success; being accountable to produce high quality results; communicating in a peaceful and productive manner.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

At Park City Elementary, the top two priorities for professional development that support continuous improvement are improving the teaching of math and the teaching of reading. In order to accomplish this, our district has begun a Building Implementation Team and a District Implementation Team with the intent of focusing on the 8 Math Teaching Practices. Once the math implementation is in place, the focus will shift to improvement of reading instruction. The BIT at Park City consists of Ben Jackson, math interventionist, Dana Barrett, MAT, Della Peavler, RTA, Angela Goodman, 4th grade literacy, Meridith Parker, 6th grade literacy, Kenny Carey, ECE, and Beth Davidson, principal.

3. How do the identified **top two priorities** of professional development relate to school goals?

Our professional development priorities relate to our school goals regarding novice reduction in math and reading on the Kentucky State Assessment and overall improvement in the proficient and distinguished areas of KSA in math and reading and the overall quality of learning of all students.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

In order to accomplish this, our district has begun a Building Implementation Team and a District Implementation Team with the intent of focusing on the 8 Math Teaching Practices. Once the math implementation is in place, the focus will shift to improvement of reading instruction. The BIT at Park City consists of Ben Jackson, 3rd grade math teacher, Dana Barrett, MAT, Della Peavler, RTA, Angela Goodman, 4th grade literacy, Meridith Parker, 6th grade literacy, Kenny Carey, ECE, and Beth Davidson, principal.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results for this professional development is improvement in student achievement in math. The educators in our building have created common assessments, learning intentions and success criteria that focus on the Kentucky common core standards in order to best meet the needs of our students. The curriculum maps are standards based and work has been and will continue to be revised to ensure that the math curriculum that is being used covers the standards for each grade level. The focus for students is that they understand the reasoning behind how they got the correct answer instead of memorizing math algorithms.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success are students' scores on common assessments, MAP tests, and KSA scores. We will know that students have achieved success when they can master the standards and show understanding of the concepts through both formative and summative assessments. Also, through the data team process, teachers will adjust their teaching practices to provide the necessary interventions and reteaching of content when necessary so that all students achieve success.

4d. Who is the targeted audience for the professional development?

Teachers and instructional assistants are the targeted audience for this professional development since they are the ones who are directly impacting student achievement through instruction.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, students, and instructional assistants are the most impacted by this professional development. Also, the principal and math specialist who are members of the BIT and participate in the PLCs are impacted in that they help lead the meetings and the initiative to improve teaching practices and student learning.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources needed and that we are currently using are the Illustrative math curriculum, the support staff from GRREC who assist with our BIT meetings, our district math specialist, our school math specialists, time to devote to PLCs, chrome books, virtual and handheld math manipulatives, etc.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The ongoing support provided for this professional development implementation are coaching from our math specialist, implementation of the BIT, district meetings with the DIT, monthly school PLCs and district PLCs for each grade level, and support for our MAT teacher and school math interventionist.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers, the principal and the math specialists will monitor the evidence of implementation by analyzing common formative assessments, student work samples, and by completing the data team process in which they compare student assessment results and adjust teaching methods to reach all students. This data will be analyzed monthly, and ECE teachers and RTI specialists will make accommodations for students who have not mastered the standards.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objectives for the professional development aligned to the school goal are to improve the teaching of fundamentals of reading in order to improve student's achievement. The long term goal is to improve students' reading proficiency rates from 34.8% to 43.8% by May 2023. The short term goal is increase the reading proficiency rates for all students from 34.8% to 39.3% by May 2022. Teachers have received training in phonics, phonemic awareness, and Jan Richardson's Guided Reading curriculum.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is that students will become proficient readers and be able to read on grade level. Our staff believes that all students can achieve this and are striving to ensure that all students receive high-quality reading instruction.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success are improvement in students' reading scores on formative and summative assessments, the MAP test and the KSA at the end of the school year.

5d. Who is the targeted audience for the professional development?

Teachers and instructional assistants are the targeted audience for the professional development as they are the ones who are giving students the direct instruction in reading.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The principal, teachers, instructional assistants and students are impacted by this component of professional development. We have all received training and visited schools that have implemented programs that have shown student growth in reading and we will continue to train and observe those who have mastered these skills.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

In order to implement best practices in the teaching of reading, the resources necessary are funding, materials, and staff.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We are receiving coaching from our district literacy specialist and visiting other elementary schools that are implementing the curriculum using best practices. Our teachers meet monthly in professional learning communities, and we are following up on the progress the students are making at least once every two weeks.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored in multiple ways. For example, teachers meet to compare grade-level assessments, student work samples, and progress monitoring scores every two weeks. Also, our literacy specialist and I are

conducting classroom observations. Additionally, three times per year we meet as an entire staff to analyze data to determine if student should be receiving response to intervention services, and we analyze the students' MAP scores.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Executive Summary for Schools PC

2021-22 Phase Three: Executive Summary for Schools

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

2021-22 Phase Three: Executive Summary for Schools	3
Attachment Summary	5

2021-22 Phase Three: 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?

See attachment

ATTACHMENTS

Attachment Name

 [CSIP Executive Summary - School Description Park City Elementary 21-22](#)

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

See attachment

ATTACHMENTS

Attachment Name

 [Executive Summary Park City Elementary School Purpose 2021-2022](#)

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.

See attachment

ATTACHMENTS

Attachment Name

 [Executive Summary Park City Elementary School Notable Achievements/Areas of Improvement 2021-2022](#)

Additional Information

CSI/TSI Schools (including ATSI) 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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>CSIP Executive Summary - School Description Park City Elementary 21-22</u>		•
 <u>Executive Summary Park City Elementary School Notable Achievements/Areas of Improvement 2021-2022</u>		•
 <u>Executive Summary Park City Elementary School Purpose 2021-2022</u>		•

Park City Elementary School Description 2021-2022

Park City Elementary is a public school housing students in grades preschool through six, with an enrollment of 424 students. We have forty-six classified and certified staff members at Park City Elementary. The school is located within the city limits of Park City, KY, a rural town with a population of approximately 641 (U.S. Census 2019). Park City Elementary is one of seven elementary schools in the Barren County School District. Enrollment has remained consistent over the past 5 years. When one looks at our demographics, one can see that our ethnic diversity is reflective of the Barren County School District, with our minority population (17%) growing at twice the rate of the District (8%), as a whole. Our percent of students in the Economically Disadvantaged category has grown to 76.6% as compared to 75.1% in the 2019-2020 school year. Our average household earns \$49,818; lower than the national average of \$57,652 (U.S. Census 2019). Our 2020 county unemployment rate was 4.3%; slightly lower than the national average of 4.6% (KYBRURN). Park City Elementary employs 35 certified staff (consisting of 14 homeroom/common core teachers, 4 related arts teachers (PE/Dance, Music/Tech, Art/Drama, Library Media), 1 MAF Teacher, 1 RTA Teacher, 4 ECE Teachers, 2 Speech-Language Pathologists, 3 Preschool Teachers, 1 Guidance Counselor and 1 Principal and 23 classified staff (consisting of 1 School Secretary, 1 Attendance Clerk, 3 custodians, 5 nutrition services workers, 1 Barren Beyond the Bell Coordinator, 1 Daytime ESS position, 1 FRYSC Coordinator, 2 kindergarten aides, 1 Americorps position, 2 preschool aides, 2 ECE aides, 2 instructional assistants, 1 ELL teacher, 2 migrant staff, and 1 school nurse.

Notable Achievements and Areas of Improvement 2021-2022

Park City Beta attended the Regional Beta Leadership Summit and was recognized as an Outstanding Leadership School. Park City Betas also qualified to attend the National Beta Convention for Service Snapshot and Rapid Response. One student was selected as a Leadership Representative and competed at Nationals. At the Kentucky State Beta Convention, Park City Betas placed (Elementary Division) 1st Black & White Photography, 1st in Sculpture, Runner Up in Woodworking, 3rd in Color Photography, 4th in Digitally Enhanced Photography, and Best of Show. The head sponsor was awarded the John W Harris Educator of Excellence award. At the National Beta Convention, Park City Betas won Runner-Up in Sculpture, 3rd in Woodworking, and 6th in Digital Art.

Our economically disadvantaged population (76.6%) is the school targeted GAP population. In addition, a subgroup of focus will be our male versus female score GAP. According to our most recent KSA data, the Proficient/Distinguished totals in reading and math are as follows: (Reading – economically disadvantaged = 28% and Math economically disadvantaged = 21% and (Reading - Male = 29.8% and Female = 40.4% and Math - Male = 23.1% and Female = 26.6%). Park City Elementary community partners include, but are not limited to, Mammoth Cave National Park, Jr. Achievement, Barren River Regional Health Department, Western Kentucky University (BG, Glasgow and Elizabethtown campuses), Park City Lions Club, Southern States, Lindsey Wilson College, SKYTECH (BG, Glasgow and Elizabethtown campuses), BG Onstage and Plaza Theatre. Park City Elementary utilizes the many resources of south central Kentucky to provide real-life learning experiences to help build an individual future story for each student. Some examples include, but are not limited to career fairs, college and career site visits, economics lessons at school, health and hygiene lessons, vision screenings, drama productions, science lessons at school and on-site at Mammoth Cave National Park. Research tells us that students must be proficient readers to succeed. We support this by flexible grouping in reading, and by providing struggling readers, multiple research-based intervention programs. Our school embraces the challenge set forth by the new program reviews and is diligently working to complete curriculum integration continuum documents in each of the program review areas. Lastly, Park City Elementary will continue to improve student achievement in all instructional areas by addressing student learning styles, equity issues, school climate, and continuing to build partnerships among teachers, students, parents, administrators, and the community to fulfill the vision and mission of PCE.

Park City Elementary School's Purpose

Park City Elementary School is committed to the success of all students. We strive to strengthen partnerships among students, parents, teachers, and the community. Our school's mission is to provide a safe, caring, and positive learning environment where all students are encouraged and expected to be life-long learners and contributors. The curriculum at Park City Elementary School is enhanced by several outstanding programs that include a balanced literacy program, SRA Reading Mastery, Scott Foresman Reading Streets, Engage NY Mathematics, Illustrative Mathematics, and a rigorous physical education and arts curriculum. Students are recognized school-wide through the Leaders of the Month program, Positive Office Referrals, attendance incentives and academic achievement awards. Park City Elementary School has adopted the school vision, "Empowering Tomorrow's Leaders, Today!" because of the belief that all children can succeed and achieve at high levels. Students are provided quality opportunities to think, learn, grow, experience, succeed, and contribute. This vision along with the Barren County Schools mission statement, Barren County Board of Education policies, SBDM policies, and the Consolidated School Improvement Plan ensure that equitable educational opportunities are provided to all students without regard to race, gender, socioeconomic status, or previous academic performance.



2021-2022 Phase Three: Comprehensive School Improvement Plan_Park City Elementary School

2021-2022 Phase Three: Comprehensive School Improvement Plan

Park City Elementary School
Elizabeth Davidson
Park City, null, 42160

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment

ATTACHMENTS

Attachment Name

 [CSIP Park City Elementary 2021-2022](#)

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>CSIP Park City Elementary</u> <u>2021-2022</u>		.