



# **PART I - ELIGIBILITY CERTIFICATION**

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12KY2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 34 Elementary schools (includes K-8)  
 (per district designation): 12 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
51 Total schools in district
2. District per-pupil expenditure: 11680

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	69	65	134		<b>7</b>	0	0	0
1	68	65	133		<b>8</b>	0	0	0
2	70	61	131		<b>9</b>	0	0	0
3	64	55	119		<b>10</b>	0	0	0
4	63	61	124		<b>11</b>	0	0	0
5	54	55	109		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>750</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
22 % Asian  
3 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
3 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2010	750
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 7%  
Total number of ELL students in the school: 49  
Number of non-English languages represented: 14  
Specify non-English languages:

Korean, Arabic, French, Japanese, Mandarin, Khmer, Spanish, Urdu, Tamil, Amharic, Swahili, Hindi, Thai, and Farsi

9. Percent of students eligible for free/reduced-priced meals: 7%  
 Total number of students who qualify: 50

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>3</u>
Paraprofessionals	<u>25</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>2</u>
Total number	<u>83</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Rosa Parks Elementary opened in August 1997 in the residential section of Beaumont Center. The school was named for the well known civil rights activist. This name was chosen because Rosa Parks courageously supported her beliefs. She served as 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 to respect the individual differences of others. Parent and community involvement are integral parts of our academic program. An outstanding Parent Teacher Association and active support from families contribute to our success.

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 non-threatening learning environment. Students in grades kindergarten through five are encouraged to “blaze their own trail.”

These values are summarized in our mission statement: ***“Knowing that all students can achieve and succeed, the staff at Rosa Parks shares the responsibility to educate all students in a positive, safe, environmentally conscious, and challenging learning environment where students can develop into life-long learners who appreciate and respect individual differences.”***

Rosa Parks has achieved many goals that make us worthy of Blue Ribbon status. Rosa Parks is committed to providing all students with a top notch educational program. Parents, students, teachers, and community members work together as a team to meet the needs of all students attending our school. The result of our emphasis on academics is shown in our state rankings. Based on information from the Kentucky Department of Education, Rosa Parks is currently ranked sixth out of seven hundred four schools for academic performance on the statewide assessment. In addition, for the years 2008, 2009, and 2010, Rosa Parks ranked in the top ten.

Related to the area of academic achievement is school climate. The Rosa Parks faculty and staff provide exceptional academic instruction to our students while supporting each other. Positive learning environments promote academic success. Our teachers are caring and compassionate individuals who have developed a professional learning community that continually works together to provide the best possible learning environment for children. Rosa Parks received an honorable mention on the TELL (Teaching, Empowering, Leading, and Learning) Kentucky Survey in 2011. The survey measured areas such as positive working conditions, school safety, and student achievement.

In addition to a rigorous instructional program, students are provided an opportunity to participate in a variety of after-school programs such as Academic Challenge, Governor's Cup Academic Teams, Instructional Academies (Math, Reading, Science), Chess Club, Lego Robotics and Student Technology Leadership Team. In addition, non-academic opportunities are offered as well; Tennis, Girls on the Run, Chorus, Recycling Club, and Energy Stars Sustainability Club. After-school programs change and evolve based on academic needs and student interest.

Another accomplishment for Rosa Parks is in the area of energy-saving initiatives. This year, Rosa Parks was named as an Energy Star school, which is an exceptional distinction for an established school. In a successful student-led campaign, Rosa Parks saved more than \$52,000 in utility costs. By making simple behavior adjustments, such as automatically shutting down computers in the afternoon, reducing the building's lighting intensity, and turning out lights in empty rooms, the school reduced energy use by forty seven percent. Being awarded the Energy Star plaque by United States Representative, Ben

Chandler, co-chair of the Congressional Green Schools Caucus, was an especially meaningful day for our entire school.

As our namesake, Rosa Parks once stated, “The things you learn, the teachers you meet, and the friends you make in school are the most treasured moments of your lifetime.”

A statement on our website reflects this philosophy, “There’s just a feeling you get when you’re here at Rosa Parks. Our staff, students and families enjoy being a part of the Rosa Parks community, and it shows. It’s a happy place to be, and our kids enjoy their learning experiences here.”

### 1. Assessment Results:

A. Rosa Parks Elementary School has assessed students each spring by administering the Kentucky Core Content Test (KCCT). Beginning this spring we will administer the KPREP, which will be based on new state, as well as national standards. Currently KCCT results in Reading and Math are used to meet federal reporting requirements of the No Child Left Behind Act (NCLB). Beginning in 2006-2007, elementary grade levels 3-5 were tested in reading and math. In addition, fourth grade students were tested in the areas of Science, Practical Living, and Writing Portfolios. Fifth grade students were tested in the areas of Social Studies, Arts and Humanities, and On Demand Writing. Recent changes to the state testing system no longer require that testing for Practical Living, Writing Portfolios, or Arts and Humanities be administered. Based on their performance levels on the KCCT, student scores will fall into one of the following categories: Distinguished, Proficient, Apprentice (High, Medium, Low), Novice (High, Medium, Low). Student performance scores are presented to schools each fall using the Kentucky Performance Report (KPR). Student scores are combined with other factors, such as attendance and retention rates to determine an overall school index which will be somewhere in the range between 0 and 140. This will change this fall when we receive results based on the new testing system, KPREP, and school scores will range between 0 and 100. The stated goal for all Kentucky schools was to reach an index of 100 by the year 2014, which would mean all students would be at or above proficiency. Rosa Parks sets a goal each year to increase the academic index from the previous year. We reached a proficiency score of 100 in 2003, and have continued to increase each year, with our most recent academic index reaching 123, well above the required proficiency index of 100. Rosa Parks strives for all students to reach distinguished levels with no Novice.

B. Rosa Parks reached the academic index of 104 in the spring of 2006 with 3% Novice. We began to set goals for students and staff to go even higher and eliminate our Novice students while setting out to reach our goal of 120. We reached that goal in 2009, reducing our Novice to less than 1% and pushed even further to an academic index of 123 in 2010 and 2011. Math trends reflect a steady increase across grades 3, 4, and 5 from 2006 to present, with a current math index of 129. Our faculty and staff made a commitment to *EveryDay Math* which involves the use of manipulatives and games, and provides students with higher order application skills. Once the program was implemented, math academies have been created to assist students needing additional help with mathematics. Our Senate Bill 168 Gap targets included our Special Needs populations which reflect significant increases throughout the past 5 testing cycles. Moving 4<sup>th</sup> and 5<sup>th</sup> grade math students from proficient to distinguished is the area that shows the most significant gain, and resulted in our academic index reaching well over 110. This is a result of instructional strategies and beliefs that every student is capable of producing distinguished work. Students participated in common assessments that contained Open Response Questions, and this was used instructionally to get every student to distinguished work during regular instruction. Over the 5 year period 4<sup>th</sup> grade showed a 20% increase in distinguished scores and a 17% increase for 5<sup>th</sup> grade math students.

Reading is the area of our current obstacle which is moving kids from the proficient range to distinguished. While students scoring proficient across all three grade levels consistently rise above the 90% range, the students scoring distinguished remain in the 40-50% range. We feel our students are capable of scoring in the distinguished ranges, and we have focused during this current school year on raising these scores. Reading instruction has been refocused to include whole group, small group, and differentiated instruction for every student at every level every day! Intentional flexible groups are taught with research based strategies to reach all levels of readers and close in on higher order reading skills. Students scoring below level on informal and formative assessments are provided with intervention instruction in addition to their daily reading instruction. Even though our academic index is at 117 in

reading, we feel it should be more in line with our math (129), and it has remained stagnant over the past few years as opposed to rising in achievement.

Although we do not exhibit a 10 point gap between subgroups, we do have individual students that fall below the 10 point range. While they may represent less than 1% of our total population, we still feel that closing the gap for these students is paramount to our success as a school. Our intervention programs are fluid and revised as the need occurs to meet the needs of these student and to eliminate any gaps regardless of how small. Individual student success and the expectation that all of our students can learn at high levels forms the basis of our philosophy.

## **2. Using Assessment Results:**

In September, each homeroom teacher assesses all students in reading and math using a variety of assessment tools including, but not limited to: MAP (Measures of Academic Progress), GRADE (Group Reading Assessment and Diagnostic Evaluation), and *EveryDay Math* Inventory. The teachers upload their scores into our school Sharepoint Data Sheet, hard copies of individual classroom data is reviewed by the leadership team, and discussed with individual teachers. Grade level data is analyzed and discussed in grade level meetings which occur twice monthly. SBDM Committees analyze the Kentucky Performance Report in each subject area to identify any achievement gaps that exist between subgroups and make recommendations to improve instruction that will meet the needs of the students identified in the gap areas.

Teachers in each grade level meet every other week with the Principal and PSA (Professional Staff Assistant/Curriculum Specialist) to analyze/discuss student achievement and plan instructional strategies for all students. Discussions also include any necessary IEP modifications, 504 plans, and tiered instruction under the RTI process. Watch lists are developed and noted on the Student Data Sheet (Sharepoint), and possible intervention strategies are discussed. Achievement monitoring using MAP and *EveryDay Math* Inventory is repeated in January and May to provide a continuum with which to analyze student progress.

In addition to these progress assessments, RPE includes two other major components, the state testing system and formative classroom assessments. Our entire staff, as well as SBDM Committees, analyze our state test scores each fall to identify and address any gap areas, make adjustments to instruction, and form long range instructional plans based on identified needs. Formative assessments are also used on an on-going basis to assure that standards are being met prior to state testing so that immediate adjustments may be made to instruction. Informal formative assessments include flashbacks (intentional, quick, daily or weekly reviews), exit slips (individual lesson assessments), and live scoring (teachers monitoring student progress on the spot with corrections/feedback occurring immediately). This provides our teachers with continuous feedback on student mastery of standards and/or skills. This also gives the student immediate feedback so they can reach desired goals.

b) Rosa Parks Elementary School communicates assessments results to parents in a variety of ways. Teachers are required to hold a minimum of two parents conferences yearly to review student scores, progress, and results on school and state assessments. The parent/teacher conferences enable the teacher to meet with the parent face to face and visually guide them through the reports while providing an explanation of the results. Parents are given copies of the assessments and a reference sheet that explains how to interpret the test scores for future reference.

In addition, intermediate students are involved in this process by conducting student led conferences with their parents. They explain their assessment results to their parents, share their achievement successes, and discuss areas of improvement. Students regularly meet with their classroom teachers to review assessment data and set goals. After winter assessments, students meet with the Principal and PSA to review previous goals, and set a new goal for the upcoming assessment. In the spring, students are recognized with medals for their accomplishments in a school wide assembly and pep rally. Teachers and

staff plan the entertainment for students for this rally that has included SNL teacher skits, American Idol performances by staff members, and Minute to Win It games. Primary students line the hallways as the accountability grades leave the gym to congratulate the tested students!

In addition, our Gifted/Talented teacher meets with parents each year to go over testing results for identified students, and how their G/T plan will service their needs. The principal provides a testing information night at one of our spring PTA meetings to explain assessments and answer parent questions. Sample assessments are shared with parents to increase the understanding of the high expectations at Rosa Parks Elementary.

### **3. Sharing Lessons Learned:**

Rosa Parks Elementary welcomes visitors from all over the state to come and visit our school. Teachers and Administrators are happy to share strategies and instructional materials, as well as model exemplary lessons that target the Kentucky Core Academic Standards (KCAS). Sharing instructional strategies with other schools have proven to be beneficial for everyone. We rely on a professional learning community that shares strategies, ideas, and procedures allowing for continued improvement.

Rosa Parks teachers share successful strategies by serving on District Leadership Network Teams for individual subject areas. At present, we have a teacher who participates in a district initiative called TOTAL: Together Outstanding Teachers Advance Learning. Training includes explanation of standards, sample effective lesson plans, and assessments. C.L.A.S.S. (Colleagues Learning About Social Studies) is one of the district's Professional Learning Communities (PLC's) with the purpose of providing guidance and resources for instruction and assessment to classroom teachers. We have also formed a professional learning community within our school, and use our own staff for various professional development activities. Teachers have facilitated sessions on technology, standards, assessments, and successful instructional strategies. Various Rosa Parks teachers have also served on organizations such as the Kentucky and National Science Teachers Association, the Advisory Board for Science & Children Magazine, the Kentucky Music Educators Association, the Kentucky Association of Gifted Education, and the Kentucky Orff-Schulwerk Association.

Rosa Parks serves as a community partner with local universities, as many of our teachers serve as KTIP, student teacher, and practicum student resource teachers. Not only do our teachers serve as excellent mentors to these students, but we also try to help by providing a variety of seminars and trainings for beginning teachers. We have hosted seminars in the areas of technology, interviewing, confidentiality, and effective team membership.

The principal participates in a professional learning cadre that meets regularly and is comprised of elementary principals who share information and learn from each other. They also determine specific needs for the group and arrange for topics to be presented during future meetings. Topics have included standards training, data analysis, building management, budget procedures, and effective instructional strategies.

All of these are wonderful opportunities that allow our teachers to grow, and at the same time, encourages them to share lessons and strategies that make Rosa Parks successful.

### **4. Engaging Families and Communities:**

Rosa Parks engages family and community members with a variety of programs that provide opportunities for partnerships with the school. Our school is governed by a Site Based Decision Making Council which includes a combination of teachers and parents. The Council generates school policies and monitors the budget, curriculum, instruction, hiring, and scheduling of staff, space, and students. The school's staff engages and partners with community members to plan and implement strategies to

improve student achievement. Strategies and programs include Junior Achievement, Great Leaps Reading, Accelerated Reader, Art/Book Fair, Sustainability/Health Fair, and Science Fair. Parents and community members have logged 6,915 volunteer hours during the last school year and 27 parent/community members served on academic committees along with school staff. Students are also offered opportunities for extracurricular activities which are sponsored by teachers and parents/community members. These include Chess Club, Student Technology Leadership Program, Lego Robotics, Choral Festival, Destination Imagination, Governor's Cup, Academic Challenge teams, Energy Stars Sustainability team, as well as a variety of Health/Fitness Clubs (golf, tennis, Girls on the Run). These programs have resulted in our students winning several awards on the local and state level. Our sustainability team recently attended a press conference during our state legislative session introducing a new "Green Schools" bill (HB 155). They attended the House of Representatives Education Committee meeting and testified in support of the bill resulting in its unanimous passing. Seven students received first place in our Regional Science Fair, our Academic Challenge Intermediate Team won the Principal's Cup in winter 2012, and the Primary team won the Superintendent's Cup in 2011. We participate in a grant opportunity each year to receive an "Artist in Residence." The grant provides for local artists to come into the school for student activities, performances, and events. Our students have participated in Kentucky Opera, Wee Sing America, and produced a claymation video vignette!

Our PTA supports a wide range of projects for the school. They kick off the school year with a back to school event that mimics Picnic with the Pops called "Picnic with the Parks". All student families are invited as well as surrounding neighbors and businesses that partner with the school. PTA provides a large supplement to our technology program and sponsors fundraisers and events throughout the year that support this effort.

## 1. Curriculum:

Knowing that all students can achieve and succeed, the curriculum of Rosa Parks Elementary is designed to foster true proficiency and accommodate different learning styles. Our rigorous curriculum based on the Kentucky Core Academic Standards (KCAS) helps us to ensure that we are preparing all students to be college and career ready upon graduating from high school. To do this effectively, teachers develop both short and long range plans, and plan both vertically and horizontally to foster the connections needed across content areas.

### Reading/English Language Arts

Rosa Parks Elementary believes in an integrated model of literacy. Teachers are constantly striving to help students become more proficient and independent learners through reading and comprehending complex literary/informational text. All students receive both small group (differentiated instruction) and whole group instruction based on KCAS, as well as a research based program.

Writing is embedded in our reading program, however students receive direct instruction on voice, ideas, sentence fluency, organization, conventions, word choice, and presentation. Teaching at all grade levels includes using developmentally appropriate instruction focusing on writing to learn, writing to demonstrate learning, and writing to publish. A writing portfolio is maintained K-5. Extended response questions and on demand writing prompts are used as points of instruction and assessment across the grade levels.

### Mathematics

Students receive 60-90 minutes daily of math instruction. Rosa Parks Elementary embraces the *Everyday Math* program and uses it with fidelity. The use of concrete, real-life examples, the spiraling curriculum, the use of multiple methods and problem-solving strategies all lend themselves to KCAS. Flashbacks, exit slips, open response questions, and learning checks are all used to reinforce concepts and assess student understanding.

### Science/Social Studies

Science and Social Studies instruction takes place daily in each classroom with the use of science kits (FOSS, DELTA, etc.), *History Alive*, hands-on activities, technology, computer based research, and comprehension checks. Students are also fortunate to participate in a weekly science lab with plans/lessons completed by the science teacher. Rosa Parks also provides a Science Academy which focuses on life science, earth science, physical science, and the unifying concepts of energy transformations and interdependence to students needing additional instruction in the area of science.

### Visual and Performing Arts

Visual and Performing Arts are taught directly by a team of special area teachers. Teachers, however collaborate to incorporate the content into long range plans so the targeted skills are built into daily activities. Rosa Parks hosts performing arts activities (UK Steel Band, Lexington Ballet), and participates as well (Chorus, Orchestra, Art Fair). Our partnership with the Lexington Children's Theatre provides opportunities for classes to attend performances at our local opera house at least three times per year.

## **Physical Education/Health/Nutrition**

Physical Education and developmental guidance classes are offered weekly to all students and encompasses physical activities, health curriculum, and practical living skills. Movement breaks are provided to students throughout the instructional day using the Take 10 curriculum and movement videos created by our physical education teacher. Our SBDM Council created a Wellness Policy that promotes healthy snack/food choices. This is supported by our cafeteria team through their offerings of many healthy, kid friendly foods.

Guidance classes are taught by our guidance counselor. She addresses practical living skills that are age appropriate in the areas of stranger safety, bullying, study skills, and character development.

## **Technology:**

Students participate in a weekly technology class, as well as the technology that is incorporated into their daily classroom curriculum: Smart Boards, Netbooks, Digital Media, Podcasts, etc. Rosa Parks also broadcasts Trailblazer News, a morning news show as well as a school radio station, all of which allow our students the opportunity to integrate many of the standards for English Language Arts. 75% of our classrooms have Smart Boards currently and we will have 100% equipped by the end of the school year. We have 5 sets of netbooks which rotate through our classrooms on a regular schedule for student use. Many of our teachers use iSchool which allows students to do reading response journals, practice activities, and projects online. We have also purchased 135 electronic books for students to use at school or at home on their portable devices.

## **2. Reading/English:**

Rosa Parks Elementary delivers a balanced literacy approach which encompasses the efforts of teachers, staff, parents and students, setting high expectations and equipping students with the tools necessary to achieve individual success. Teachers ensure that instruction is focused and intentional by planning data driven lessons, and posting daily goals and objectives. Students receive targeted instruction each day based on the five big ideas of phonemic awareness, comprehension, fluency, vocabulary and phonics. Reading instruction and assessment is a major focus throughout the school and is practiced in small groups, whole groups, flexible groups, and one on one instruction with intentional and focused objectives.

Rosa Parks uses the *Harcourt Trophies* reading series which provides leveled texts and promotes differentiated activities to meet the needs of a wide range of readers at the students' instructional reading level. These include shared reading, guided reading, and independent reading activities, as well as teacher read-alouds and listening activities in each lesson. Reading strategies are taught and modeled, encouraging students to use these strategies as they read independently, making real life connections. Technology is integrated throughout the curriculum with learning programs such as *Lexia*, *Accelerated Reader*, *Education City*, and *Smart Board* activities.

All reading instruction is data driven and based upon daily classroom observation, as well as formal assessments (*MAP*, *GRADE*, and *AIMSweb*). These tests not only help measure student progress, but also identify students needing further intervention beyond grade level instruction. Houghton Mifflin *Soar to Success* and *Early Success* programs are Response to Intervention programs providing additional reading instruction to below level students. Placement is based on flexible grouping determined by continuous assessments and teacher recommendation. MAP assessments are used to target specific individual needs and plan differentiated instruction based on the strengths and weaknesses of each student. MAP teacher/student conferences are used in guiding the students through developing individual learning goals based on their MAP scores and targeting growth areas and areas of concern. Teachers also meet as a grade level to analyze MAP data and share struggles, strategies and successes to target various

objectives. Professional development is offered frequently to assist teachers in implementing instruction for targeted objectives and strategies.

*Accelerated Reader* is a school-wide incentive program through which students read individually and take computerized comprehension tests to earn points for a set goal. Students meet monthly, mid-year, and end of the year goals to receive individual recognition on the Trailblazer News Show and participate in mid-year and year end celebration. Parent volunteers assist individual students who need additional support to reach their goals, thus strengthening the home/school reading connection.

### **3. Mathematics:**

Rosa Parks has a rigorous math program in place from Kindergarten through fifth grade. Our instruction is spiraled, which allows increasingly difficult concepts to be revisited throughout the year. Teachers take great pride in incorporating multiple teaching strategies that ensure all students are being challenged and in providing students with multiple methods of problem solving with the intent that they choose the methods that best fit their learning styles and needs.

We incorporate whole group instruction with small group instruction where individual needs can be met. Practice is provided for concepts through the use of a variety of games, many of which are introduced in the lower primary grades, and increase in difficulty as the student progresses through the curriculum.

Manipulatives are an integral part of our instructional strategies in primary and intermediate math classrooms. When students use concrete objects after being introduced to new concepts, they are able to make connections and can truly understand how mathematics connect to them and their world. We also believe the use of manipulatives makes the transition from concrete to abstract more fluid. We use our small group instruction on a daily basis which allows us to clarify any misconceptions and guide students to a clearer understanding.

To ensure we are meeting the needs of all our students, as well as our state standards, we have supplemental programs to support our *Everyday Math* program. *Everyday Math* allows our teachers to adjust our daily lessons to remediate those who need extra practice with a concept, and to accelerate those who master the concept quickly, but will extend the lesson to the next level. We use a computer based program called *Success Maker*, which allows students to work at their own pace and level. All students benefit from this program as it is tailored to the individual. We incorporate a program called *Try-A-Tile* where the students must use mental math to solve all types of problems. This program is designed to strengthen quick recall mental math skills. Students performing above grade level are instructed at the level appropriate to their skills. This allows students to move between grade levels so that their individual needs are met. We utilize our gifted and talented teacher by having her lead two groups of students who are working above grade level. Within the classroom our teachers pull small groups to introduce skills that will continue to challenge our students.

### **4. Additional Curriculum Area:**

The rigorous science curriculum at Rosa Parks Elementary School creates a challenging learning environment that is grounded in the Big Ideas of Science. Embedded in hands-on inquiry based instruction are the essential skills and concepts students master as they progress through a balanced science program consisting of unifying concepts, physical, life, and earth science.

Students receive physical science instruction in a lab setting once during our 6 day rotation. Here the instructional focus is on following the scientific method to investigate questions, gather and analyze data, and develop proficiency in other science process skills. Classroom teachers use similar strategies as they provide students instruction in unifying concepts, life, and earth science. Science units throughout the

school are enriched by the integration of other disciplines such as math, writing, and informational reading. In both the science lab and the classroom, teachers track student progress through the use of formative and summative assessments and provide remediation as needed.

A wide variety of science programs at Rosa Parks Elementary go beyond classroom instruction and create life-long learning habits and a life-long interest in the way science shapes our world:

- An afterschool Science Academy was established for fourth grade students. This 8 week program is offered free to students and provides emphasis on the content students will utilize as they continue with their science education.
- All fourth grade students participate in an Invention Convention. This special project involves students finding a problem in their world and creating an invention to solve the problem. Throughout the process students integrate science, technology, engineering, and math.
- All classrooms complete a class science fair project. All students are invited to complete individual or group projects and all fifth grade students complete individual science fair projects. This is a chance for our students to showcase their mastery of the scientific method.
- Through collaboration with Bluegrass PRIDE, the development of our outdoor classroom, and outdoor field trips our students learn about environmental education issues and the interdependency of living things.

## **5. Instructional Methods:**

Rosa Parks utilizes the Response to Intervention model to ensure that academic and behavioral needs of all students are specifically targeted and addressed. All students receive high quality, rigorous instruction based on the state curriculum framework in Tier 1. Teaching strategies are carefully selected and research-based. All students are monitored three times a year using MAP (Measures of Academic Progress) as a universal screen. Students not meeting benchmark standards in Tier 1 are considered for Tier 2 or Tier 3 instruction. Tier 2 and Tier 3 instruction are provided in addition to Tier 1. For instance, students needing additional help with reading receive 30 minutes daily in a reading intervention program. More intensive instruction is provided as needed based on student performance. Teachers progress monitor to ensure student achievement. For students who have been identified with a disability, a challenging academic program is created based on the individual educational plan. English language learners also receive additional instruction based on their program services plan.

Moreover, students who have been identified as gifted or high achieving participate in primary talent pool in the primary grades. Rosa Parks offers accelerated classes in third, fourth, and fifth grades for students who are performing above level academically.

In all levels, each student is provided with challenging, intentional instruction created to meet his/her needs. Technology is incorporated into daily instruction. Students have access to mobile computer labs as well as an established computer lab. Teachers creatively incorporate the use of Smart Boards, ELMOS, and CPS clickers into daily instruction. All classrooms are equipped with computers for student use. Extensive use of technology allows students to participate in a variety of activities including; research on the internet, Skyping with students in other countries, producing a daily news show, exploring educational websites, participating in webcasts, etc.

## **6. Professional Development:**

The focus of Rosa Parks Professional Development is to enhance learning for all students by providing teachers with opportunities to learn new strategies, incorporate technology into their classrooms to engage

the 21st century learner, and make sure their lessons target state and national standards. With this in mind, professional development begins with analyzing student assessment data. We not only use the results to help us improve student achievement, but also to create goals for our School Improvement Plan and Individual Professional Growth Plans. Once the goals and plans are established, we look for school-wide and individual professional development opportunities for staff and leadership.

Throughout the school year, the principal, professional staff assistant (PSA), and teachers are involved in bi-monthly team meetings and weekly grade level planning that focus on addressing the unique academic and social needs of each student. Monthly staff meetings are also designed to encourage staff (including any specialists in targeted areas) to share best practice lessons and instructional strategies. At present, staff is working diligently to align our curriculum to the new Kentucky Core Academic Standards.

Rosa Parks participates in a district level professional development project, Release Time, which allots time for grade-level teams to reflect upon instructional practices, share effective teaching strategies, and observe classrooms to find best practices that work for colleagues. Teachers often go above the required 24 hours of professional development by voluntarily attending many after school hours in district and school sponsored learning communities/workshops. These trainings allow them to acquire new knowledge, understanding, skills, and abilities that address either instructional improvement or individual professional growth goals.

Professional Development allows the staff at Rosa Parks to work together to guarantee that each individual student's needs are being addressed to ensure that he/she experiences success.

## **7. School Leadership:**

The principal of Rosa Parks Elementary strives to ensure all stake-holders have a voice in the decision making process. The School Based Decision Making Council composed of the principal, faculty members, and parents is the governing body. SBDM Committees meet monthly to review assessment data, and prepare reports in the areas of Curriculum and Instruction, Sustainability, and School Climate/Safety to the Council. The Council meets monthly to review assessment data, committee recommendations, and make decisions regarding the allocation of resources, staffing, scheduling, and curriculum. The principal makes sure that all decisions are made in the interest of student achievement.

The principal serves as the school's instructional leader and building manager. However, with over 750 students, and approximately 90 staff members, a team approach is necessary to ensure that all needs are met. The principal values input from all staff members and leads with an open door approach. A leadership team comprised of the principal, professional staff assistant, and a curriculum coach work together to provide teachers with the support they need for instruction. A teacher committee consisting of a lead teacher from each grade level serves as an advisory council to the leadership team. Bi-monthly grade level meetings provide an open forum approach so that the teachers, along with the leadership team can discuss instructional issues and resources in order to ensure continuous student achievement.

The PTA of Rosa Parks Elementary is an integral part of our school's success. It provides countless volunteer hours in a variety of avenues that support the instructional program and climate of the school. Effective communication is crucial to strong leadership. Written and verbal communication from the administration to staff and parents is frequent through e-mails (24 hour response policy), the school website, Trailblazer ENews, PTA monthly newsletters, and the building marquee.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	97	96	98	95	92
Distinguished	80	83	79	69	77
Number of students tested	116	129	118	135	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished				90	
Distinguished				40	
Number of students tested	5	7	6	10	7
<b>2. African American Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	6	1	3	8
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	1	2	3		1
<b>4. Special Education Students</b>					
Proficient/Distinguished	91	80			
Distinguished	64	47			
Number of students tested	12	15	6	5	6
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	3	1	2	5	6
<b>6. Asian</b>					
Proficient/Distinguished	100	100	100	90	85
Distinguished	86	93	100	70	70
Number of students tested	28	29	19	20	20
<b>NOTES:</b>					

12KY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	97	96	98	98	97
Distinguished	54	44	49	40	52
Number of students tested	116	129	118	135	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0				0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished				90	
Distinguished				10	
Number of students tested	5	7	6	10	7
<b>2. African American Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	6	1	3	8
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	1	2	3		1
<b>4. Special Education Students</b>					
Proficient/Distinguished	82	87			
Distinguished	55	33			
Number of students tested	12	15	6	5	6
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	3	1	2	5	6
<b>6. Asian</b>					
Proficient/Distinguished	96	97	100	90	85
Distinguished	54	48	68	45	35
Number of students tested	28	29	19	20	20
<b>NOTES:</b>					

12KY2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kentucky Core Contest Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	97	100	97	92	93
Distinguished	81	77	77	73	61
Number of students tested	123	109	132	121	134
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0				0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	7	8	3	7	5
<b>2. African American Students</b>					
Proficient/Distinguished				91	
Distinguished				64	
Number of students tested	4	1	1	11	8
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	4		1	1
<b>4. Special Education Students</b>					
Proficient/Distinguished	73		77		60
Distinguished	40		54		40
Number of students tested	15	8	13	6	10
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	2	6	3	2
<b>6. Asian</b>					
Proficient/Distinguished	100	100	100	88	96
Distinguished	93	86	88	76	74
Number of students tested	29	14	17	17	23
<b>NOTES:</b>					

12KY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	93	100	96	91	93
Distinguished	42	52	49	48	48
Number of students tested	123	109	132	121	134
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0				0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	7	8	3	7	5
<b>2. African American Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	4	1	1	1	
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	4		1	1
<b>4. Special Education Students</b>					
Proficient/Distinguished	86		77		60
Distinguished	7		38		20
Number of students tested	14	8	13	6	10
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	2	2	6	3	2
<b>6. Asian</b>					
Proficient/Distinguished	93	100	94	88	96
Distinguished	47	57	59	53	57
Number of students tested	29	14	17	17	23
<b>NOTES:</b>					

12KY2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	97	99	93	93	82
Distinguished	69	69	68	66	52
Number of students tested	106	131	116	137	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	9	6	7	5	8
<b>2. African American Students</b>					
Proficient/Distinguished			73	91	
Distinguished			55	64	
Number of students tested	1	1	11	11	
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	4		1	1	1
<b>4. Special Education Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	8	8	8	6	7
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested		3	3	2	3
<b>6. Asian</b>					
Proficient/Distinguished	100	95	100	96	75
Distinguished	88	82	88	58	68
Number of students tested	16	21	17	24	12
<b>NOTES:</b>					

12KY2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	95	98	94	93	90
Distinguished	48	46	52	53	48
Number of students tested	106	131	116	137	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	9	6	7	5	8
<b>2. African American Students</b>					
Proficient/Distinguished			91	100	
Distinguished			45	73	
Number of students tested	1	1	11	11	5
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	4		1	1	1
<b>4. Special Education Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	8	8	8	6	7
<b>5. English Language Learner Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested		3	3	2	3
<b>6. Asian</b>					
Proficient/Distinguished	100	95	100	92	92
Distinguished	47	55	71	67	58
Number of students tested	16	21	17	24	12
<b>NOTES:</b>					

12KY2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	97	98	96	93	88
Distinguished	76	76	74	69	63
Number of students tested	345	369	366	393	391
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished	90	95	74	91	75
Distinguished	62	57	50	50	32
Number of students tested	21	21	16	22	20
<b>2. African American Students</b>					
Proficient/Distinguished			77	92	76
Distinguished			54	60	52
Number of students tested	7	8	13	25	21
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	7	6	4	2	3
<b>4. Special Education Students</b>					
Proficient/Distinguished	79	87	81	70	52
Distinguished	44	48	44	35	39
Number of students tested	35	31	27	17	23
<b>5. English Language Learner Students</b>					
Proficient/Distinguished			82	49	36
Distinguished			36	29	27
Number of students tested	5	6	11	10	11
<b>6.</b>					
Proficient/Distinguished	100	98	100	91	87
Distinguished	89	87	92	66	71
Number of students tested	73	64	53	61	55
<b>NOTES:</b>					

12KY2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Distinguished	94	97	96	94	93
Distinguished	47	47	49	46	49
Number of students tested	345	369	366	393	391
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Distinguished	81	95	75	91	85
Distinguished	52	33	56	27	34
Number of students tested	21	21	16	22	20
<b>2. African American Students</b>					
Proficient/Distinguished			92	100	84
Distinguished			43	66	31
Number of students tested	7	8	13	15	13
<b>3. Hispanic or Latino Students</b>					
Proficient/Distinguished					
Distinguished					
Number of students tested	7	6	4	2	3
<b>4. Special Education Students</b>					
Proficient/Distinguished	82	93	74	71	56
Distinguished	22	30	25	11	26
Number of students tested	34	31	27	17	23
<b>5. English Language Learner Students</b>					
Proficient/Distinguished			64	39	45
Distinguished			9	9	9
Number of students tested	5	6	11	10	11
<b>6.</b>					
Proficient/Distinguished	95	97	98	90	91
Distinguished	49	52	66	55	49
Number of students tested	73	64	53	61	55
<b>NOTES:</b>					

12KY2