

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Claudine Barrow
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rosa Parks Elementary School
(As it should appear in the official records)

School Mailing Address 1251 Beaumont Centre Lane
(If address is P.O. Box, also include street address.)

City Lexington State KY Zip Code+4 (9 digits total) 40513-1755

County Fayette

Telephone (859) 381-3132 Fax (859) 381-3146

Web site/URL https://www.fcps.net/RosaParks E-mail claudine.barrow@fayette.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Demetrus Liggins E-mail demetrus.liggins@fayette.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayette County School District Tel. (859) 381-4100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Tyler Murphy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 37 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools

55 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	40	86
1	64	53	117
2	41	62	103
3	65	62	127
4	63	64	127
5	59	49	108
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	338	330	668

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 26 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 12%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	48
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	87
(4) Total number of students in the school as of October 1, 2019	730
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Cambodia (Khmer), Chinese (Cantonese), Chinese Mandarin, Farsi, French, Gujarati, Hindi, Indonesian, Italian, Japanese, Kannada, Konkani, Korean, Malayalam, Marathi, Panjabi, Portuguese, Russian, Spanish, Swahili, Tamil, Telugu, Twi, Ukrainian, Urdu

English Language Learners (ELL) in the school: 16 %
105 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 86

8. Students receiving special education services: 2 %

59 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>17</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

Knowing all students can achieve and succeed, the staff of Rosa Parks Elementary (RPE) shares the responsibility to educate all students in a positive, safe, and challenging learning environment in order to develop life-long learners who appreciate and respect individual differences.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Rosa Parks Elementary (RPE) adapted to teaching during the 2020-2021 school year in several ways. Our students were virtual from March 2020 until February 2021. During this time, classroom teachers met with their students synchronously during the school day. Homeroom teachers taught reading, writing, social studies, and science synchronously while enrichment classes (Art, STEM Lab, P.E, Music, Guidance, and Library) posted asynchronous lessons. RPE used Google Classroom to communicate with students and to serve as a hub for classwork. Teachers had drive-through’s at the school to drop off and pick up materials; teachers and support staff also conducted home visits to ensure students had necessary supplies for learning.

In March 2021, Fayette County Public Schools announced that the district would open for in-person learning, while also offering the option for students to continue with remote learning. RPE kindergarten through second-grade students returned two weeks prior to our intermediate students. This was to ensure that safety protocol and procedures were working correctly before bringing third through fifth grade back in person.

It was decided before returning to in-person learning that the primary teachers (K-2) would teach their in-person students as well as the students in their class who opted to stay remote. Primary teachers connect with their remote students via Google Meet for the entirety of the reading, math, science, and social studies lessons then remote learners complete their asynchronous enrichment

classes. Primary teachers also deliver materials to their remote students weekly so they are prepared for the following week.

Intermediate teachers (3-5) decided that designating one “remote teacher” would serve students’ needs best. One teacher from each grade-level team was assigned all of the remote learners and all of the in-person learners were split between the remaining teachers. The remote classes conduct core instruction synchronously during the day, and the enrichment teachers record lessons for those students to complete. The teachers of the in-person students provide instruction as usual with the addition of safety measures such as partitions, masks, strict cleaning schedules, and social distancing practices.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Rosa Parks was an American trailblazer fighting for equality and freedom for all. She would be proud that our Rosa Parks Elementary (RPE) Trailblazers are a diverse group of students achieving at the highest level today. With 39% of our student population being minorities, our school stands out in Central Kentucky. Our families speak 27 different languages at home, yet we all come together at RPE as one learning community. Students in a classroom can have a student on their right who recently moved from South Korea and a student on their left who speaks Swahili at home. Hijabs, chopsticks, and religious fasts are commonly found in our school building. This provides students with a worldwide experience without even leaving their city. Diversity in our classrooms mirrors the world in nationalities, clothing, foods, religions, and languages. The classroom experience our school provides gives students, staff, and families an opportunity to foster positive attitudes, celebrate diversity, and gain knowledge and skills to participate in a global society.

One of the reasons RPE is a high-achieving school is our strong partnership with families. Our families are actively invested in the success of RPE and support their children at home to ensure they are prepared to achieve every day. Our families also support the students and staff in our building. Our Parent Teacher Association (PTA) is a perfect example of the collaborative effort between our families and staff. The PTA supports many annual programs like the arts & humanities Reflections Contest and the library's Birthday Book Club. They also provide funding for initiatives like a rock wall for physical education, a new StoryWalk along our track, and a fully accessible playground for all students.

Rosa Parks Elementary is renowned for its positive school environment and this starts with leadership. Our administration makes it a priority to set a standard of positivity for our staff and students. It takes many forms but can be seen most simply in the smiles and laughter that happen throughout RPE on a daily basis. This is not to say learning is secondary to fun, but we believe that learning should be seriously fun. This melding of learning and positivity has created a culture that allows our students to feel comfortable to learn, work hard, fail, try again, and ultimately reach their full potential.

A positive school climate is crucial to our success. Our administration team believes the atmosphere of a school should be one of care and trust. School leaders at RPE have created a supportive environment that is conducive to learning. Both students and staff feel comfortable and safe at their school. From the moment people enter our school building, they can see that RPE is an enjoyable place to be for students and staff alike. Positive interpersonal relationships, administrative encouragement and support for teachers, fun events for students and staff, and an active Social Committee also help create a positive school culture.

Though our academic rigor and curricular strategies rival all Blue Ribbon nominees, RPE's greatest strength lies in its ability to provide a learning environment supported from all areas - a community with the goal of student growth and success. Our students are supported by a dedicated counseling department that supports the social, emotional, and physical health of all of our students, especially the most vulnerable. Our English Language Learners (ELL) department provides rigorous instruction but also displays genuine care for those newest to our community. The pandemic has proven that we have the most caring food service staff willing to go above and beyond to ensure that our students and their older and younger siblings are fed daily. Finally, our custodial staff takes great pride in the appearance of our school building and works overtime to ensure our school remains safe and clean so our students can continue with in-person learning.

Since our inception, the RPE staff has been dedicated to providing a world-class education. Over the years, our school has maintained a reputation for excellence, as evidenced through our school continually placing in the top five of all schools in the state for standardized testing. Our recognition as a National Blue Ribbon School in 2012 catapulted our school's notoriety around the globe. For example, during the 2020-2021 school year, multiple international students moved to our school district to attend RPE because of our reputation of excellence. Several students engaged in remote learning from their home country during the height of the pandemic.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

To ensure students achieve at the highest levels, Rosa Parks Elementary (RPE) implements a rigorous curriculum based on the Kentucky Academic Standards and the Next Generation Science Standards. The curriculum is designed to help children develop socially, emotionally, cognitively, and physically through instructional practices that ensure all students achieve proficiency. Teachers work together in grade-level teams to plan for instruction after developing long-range plans, both vertically and horizontally to foster the connections needed across content areas.

All students receive a minimum of 90 minutes of daily reading instruction. RPE utilizes McGraw Hill's Reading Wonders program. A multi-tiered approach is utilized to meet the individual needs of students during the reading block. The first tier of instruction is provided to all students using anchor texts that are on their grade level, direct instruction, close-reading analysis, and cooperative learning strategies during a whole group reading block. The second tier of instruction is provided in small homogenous groups where students read and analyze texts at their instructional level; phonics, vocabulary, phonemic awareness, fluency, and comprehension skills are all incorporated during this reading time to provide students with instruction at their appropriate level. Our classrooms are a blend of English Language Learners, gifted learners, and students with a variety of needs and abilities; our teachers differentiate reading instruction to meet all students at their instructional level and move them forward. The third tier of instruction is provided when students have individual needs that cannot be addressed during the first or second tier of instruction; classroom teachers, intervention teachers, EL teachers, or classroom assistants all provide research-based instruction in the students' areas of need. Our students use the Imagine Learning program daily; we were recently selected as the National School of the Year for Imagine Math for our use of the Imagine Learning program.

Writing instruction is embedded in all academic areas. Each class also has a writing block that is a minimum of 30 minutes long. The teaching of writing takes place in all grade levels using developmentally appropriate instruction focusing on narrative, expository, opinion, and explanatory writing. Teachers use scaffolding, modeling, and anchor texts to guide students through the pre-writing, composing, editing, revising, and publishing stages of the writing process. The school has not adopted a writing curriculum; however, our adopted science program, Amplify, is used across all grade levels. It incorporates writing instruction and utilizes writing for assessment. A writing portfolio of written work is kept for each student beginning in kindergarten; the writing portfolios are passed to the middle schools when students are promoted to sixth grade.

All students receive a minimum of 60 minutes each day of math instruction. RPE utilizes the Everyday Math program as the core math program for all students, but supplements are provided at all grade levels to ensure all Kentucky Academic Standards are taught to mastery. The real-world problem solving and spiraling Everyday Math curriculum has been taught at RPE since 2001. RPE is a 2021 School of Excellence in Imagine Math for kindergarten through second-grade student usage.

Students receive 30 minutes of science instruction in their homeroom class daily and also 55 minutes in the STEM Lab during the enrichment class rotation. Classroom teachers and the STEM Lab instructor teach the Amplify program. The students engage in hands-on investigations and combine literacy skills and writing to meet the NGSS Standards. Assessments provide individualized student progress through explanatory writing.

Social studies instruction takes place daily in each classroom to teach the Kentucky Academic Standards for Social Studies. Each class has a 30-minute daily instructional block. Students work individually and collaboratively to read, synthesize ideas, write about, and analyze global issues and history. It is our goal that our students will be prepared to participate in a global society.

As previously stated, RPE teachers adapted their mode of instruction during the 2020-2021 school year while still teaching the Kentucky Academic Standards and the Next Generation Science Standards. Our
NBRS 2021

school building was closed from March 2020 until February 2021. During this time, classroom teachers met with their students synchronously during the school day to provide instruction on Zoom or Google Meet. All core subjects were taught by classroom teachers synchronously while instruction for the enrichment classes was provided asynchronously each day. Teachers used Google Classroom to assign, collect, and score classwork. Classroom and nationally-normed assessments were administered synchronously with all students completing their assessments online while teachers proctored via webcams. Assessments and assignments were modified to be delivered in a digital format utilizing programs such as Google Forms, Pear Deck, Kahoot, and Padlet. Teachers had drive-through events at the school for students to drop off and pick up instructional materials. Teachers, counselors, and support staff also delivered necessary supplies to students' houses.

The Fayette County Public School District and RPE administer the Measures of Academic Progress (MAP) reading and math assessments (three times per year), Kentucky Performance Rating for Educational Progress (KPREP) state testing, the Brigance kindergarten screener, WIDA ACCESS for EL progress monitoring, FASTBridge progress monitoring, Fontas and Pinnell for reading intervention assessment, and the Next Step Guided Reading Assessment. Teachers at RPE utilize formative assessments to determine students' learning then adjust instructional methods and outcomes to help students progress toward mastery. A variety of formative assessments are used including, but not limited to: exit slips, classroom polls, live feedback, and demonstrations of learning. Teachers and administrators also use a variety of summative assessments to determine mastery of the standards and plan for future instruction, including the Reading Wonders, Everyday Math, and Amplify unit assessments. Teachers and administrators analyze unit assessments as a team to determine trends and next steps. Assessment data are communicated to parents in parent-teacher conferences twice annually to keep parents informed of their child's academic progress.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Rosa Parks Elementary (RPE) has a wide variety of enrichment classes that support lifelong learning and teach the whole child. The curriculum areas we offer are Visual Art, Music, Physical Education (PE), Technology, Library/Media, Science Technology Engineering Math (STEM) Lab, and Guidance. These classes are taught kindergarten through fifth grade and they are on a six-day rotation schedule.

We follow the Next Generation Science Standards (NGSS) and International Society for Technology in Education (ISTE) standards to develop a specialized curriculum for our RPE students. The students engage in science and engineering activities while also exploring coding and robotics. We conduct a school Science Fair for all of our 4th and 5th-grade students.

Our classes follow the American Association of School Librarians Standards Framework for Learners. Not only do students learn about the media center and how it is organized, they also participate in reader's advisory activities so students find books in which they are interested. Reading is promoted as a lifelong activity and one that students can enjoy! Library/media classes also incorporate ISTE standards throughout the year during research and creation units.

We use the Totally Awesome Health curriculum. Nutrition, mental and emotional health, disease prevention, body systems, and personal/consumer health are the main topics of focus in our guidance classes.

The Dynamic Physical Education curriculum is used for our physical education classes. PE focuses on making exercise fun while teaching flexibility, cardiovascular endurance, and muscular strength emphasizing individual skills from various sports and lifetime activities. We give the students the tools to

lead a healthy, active life.

Our music class uses the Silver Burdett curriculum and incorporates Orff and Kodaly methods across all grade levels. The purpose is to promote creativity and improvisation while giving students a global tour of other cultures and heritages through the lens of traditional song and dance.

Students at RPE love to express themselves through art. We utilize the Visual Arts Now curriculum which exposes all students to a variety of fun, engaging lessons. Our curriculum is centered on the elements of art and principles of design. Students learn to draw, construct, design, paint, and work with clay using art techniques inspired by artists and artistic movements.

Our RPE students learn keyboarding skills while engaging in real-world digital projects with an emphasis on coding and Google programs. Because the use of technology is an important 21st-century skill required for college and career-ready students, our students also learn to navigate various programs to research, solve problems creatively, and communicate effectively with others.

All of our enrichment classes were adapted in the 2019-2020 and 2020-2021 school years to serve our remote learners during school closures. Each enrichment class created a Google Classroom where teachers provided weekly asynchronous lessons that students accessed during the school day.

3. Academic Supports:

Our students have a wide range of academic abilities; we differentiate instruction and offer numerous programs to ensure the success of every student. Students who are above grade level in primary (K-3) classrooms are identified by their teachers to be considered for the Primary Talent Pool (PTP) program. MAP scores, classroom assessment scores, and student work samples are gathered as evidence to determine eligibility for the program. The gifted and talented resource teacher collaborates with classroom teachers, co-teaches in primary classroom, and teaches small groups of PTP students to enrich their learning in math and reading. In third grade, every student is administered the Iowa and Cognitive Abilities Test (CogAT) assessments in the fall. The Iowa and CogAT scores are used to determine eligibility for our Gifted and Talented program which enriches students in the areas of math, science, social studies, language arts, visual arts, leadership, and general intellect. Scoring in the 95th percentile or higher in one or more core academic areas, along with MAP scores of 95th percentile or higher, makes students eligible for placement in the accelerated class for fourth and fifth grade. These two classrooms have accelerated pacing and curriculum and instruction at least one grade level higher than other classrooms to meet the needs of our high achieving intermediate students.

Students who perform in the 30th percentile or below on the MAP assessments are screened using the FastBridge assessment. All students whose screening scores are at or below the 15th percentile in FastBridge must be progress monitored bi-weekly. Depending on their score and assessment data, students will receive tier 2 intervention in the classroom and/or tier 3 intervention with one of our certified interventionists. If progress is not being made, the intervention is adjusted to meet the skill deficit. Students receiving tier 3 instruction are also monitored weekly.

Classroom and resource teachers work together to provide specially designed instruction for students who are in our Special Education program. As appropriate, students are also pulled to the resource room for specially designed instruction. RPE has two different categories of support in our Special Education department; one classroom teaches students with moderate and severe disabilities while there are four resource classrooms for students with learning and behavioral disabilities. We have highly educated and experienced paraeducators who work with our resource teachers to provide academic and behavioral support for our students. We have a speech-language pathologist, occupational therapist, and school psychologist who provide instruction and support

for our students. At RPE, we pride ourselves on having many students who are twice-exceptional participating in both our Special Education program and our Gifted and Talented program.

Rosa Parks Elementary has a large, diverse ELL (English Language Learner) population. Our ELLs represent 39 countries and speak 27 languages. Students are identified as ELL according to the Home Language Survey parents complete at enrollment. ELL teachers analyze the data and work with classroom teachers to assign individual instructional modifications and testing accommodations. Students receive ELL services in small groups depending on their English language level and instructional needs. We use the English Language Development materials from our core curriculum, Reading Wonders, to reinforce skills and vocabulary. We use Imagine Learning, National Geographic, and Language for Learning as additional supports. Students also receive in-class collaboration from our ELL teachers. Students take the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment yearly. Data from the ACCESS assessment are used to determine services and highlight students' areas of proficiency and growth. Additionally, ELL teachers provide professional development monthly to teach classroom teachers strategies to meet the needs of their students. Our ELL program also serves our ELL families by providing interpreters for meetings and hosting informational nights to familiarize families with American schools.

During remote learning from March 2020 to February 2021, all gifted, intervention, special education, and ELL students met daily with their specialized instructor. If a student was not progressing, their specialized instructor would go to their house and meet with the student outside, in-person. This improved engagement and overall success of the student.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is a top priority for Rosa Parks Elementary (RPE). RPE is a fun place to be for our staff and students. All of our teachers provide students with a positive and loving environment that fosters academic, social, and emotional growth while developing college and career readiness. The teachers make learning fun with hands-on activities, real-life experiences, movement, and incorporation of the arts. Rules, routines, and expectations are reviewed at the beginning of every school year and upon return after holiday breaks to create an environment that minimizes distractions and enhances the overall student learning experience. Teachers are then able to engage students in hands-on learning experiences. For example, our teachers hatch chicks, dissect sharks, make butter, launch rockets, along with many other challenging learning opportunities. Also, all of the teachers at RPE have been trained to use Kagan Cooperative Learning strategies. These strategies are proven effective in enhancing student achievement, social skill development, closing achievement gaps, and reducing discipline referrals.

The RPE guidance counselors and classroom teachers use the Caring School Community curriculum for social and emotional learning. Classroom teachers engage students with this program in their daily morning meetings. It is used to influence positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and valued. Students at Rosa Parks Elementary are valued and we work hard to ensure that they are aware of their value.

During remote learning, engagement was a crucial part of the overall success of learning. Teachers used multiple strategies to engage students during virtual learning including unique daily greetings, costumes, special virtual events, singing, hand signals, individual whiteboards, virtual manipulatives, and digital tools. Teachers held synchronous schedules throughout the day, allowing for students to have direct contact with their teacher and classmates while learning content. Students were also encouraged to develop necessary 21st-century skills during this time. Teachers used several online learning tools and platforms to engage students in an unprecedented time. Google Classroom, Google Drive, YouTube channels, Zoom, Pear Deck, and NearPod are a few of the resources used to get students engaged while learning from home.

2. Engaging Families and Community:

Rosa Parks Elementary (RPE) has been successful in working with family and community members for student success and school improvement. We have continued to encourage parent participation and maintain communication during COVID-19 with a special focus on helping our families address their physical needs during these challenging times. From July 2020 to May 2021, our guidance department conducted 2,056 home visits to our RPE families. In instances where our students or their family have a need, our staff has been able to do home visits and deliver food, gift cards for essential supplies, and school supplies. We have an ongoing partnership with a local agency called Fayette Eating Education and Delivery, Incorporated (FEED) that provides food for families in need. During the COVID-19 pandemic, we realized that some of our families could also benefit from fresh produce, meat, dairy, and perishable food items. With fundraising and community support, we established the Fresh Foods program in October 2020 to provide nutritious food to RPE families in need. Our guidance department also has a partnership with the Lexington Women's Clothing Center to provide clothing to our students who require resource assistance. Fayette County Public Schools provides us with funding to offer resource and utility assistance for some of our families. We have partnered with Bluegrass Care Navigators hospice program to assist us when several of our students experienced loss in their family. The local police department has a Crimes Against Children unit that works with our fourth-grade teachers to educate them about online safety.

We have one full-time and one part-time mental health specialist as well as a full-time guidance counselor who virtually checked into all of our classrooms while all students were learning remotely. The purpose of these "check-ins" was to let our students know that our school cafeteria was offering free breakfast and lunch, checking on mental and physical wellbeing, and connecting with our families. Our mental health and guidance specialists have continued meeting weekly with our in-person learners and our remote students

through the 2020-2021 school year. We recognize the impact that the COVID-19 pandemic had on our students, so we have incorporated an enrichment class called Guidance into our six-day rotation to ensure that we are meeting all the mental health needs of our students.

Volunteers and family members are unable to visit the school or participate in-person during the 2020-2021 school year; however, our teachers have been in contact with families just as much as they would in a regular school year. Our staff organized two car parades during the building closure to engage and connect with families. The teachers and staff visited students' houses on multiple occasions to check-in, deliver supplies, and connect with families. Parent-teacher conferences were hosted on Zoom, virtual Parent Information Night meetings were hosted prior to the beginning of the 2020-2021 school year, and drive-through events were hosted to celebrate student success. In February 2021, our school Equity Committee hosted the first annual Rosa Parks Birthday Celebration event to engage with families, boost morale, and gather donations for the Kentucky Refugee Ministries.

3. Creating Professional Culture:

Professional development at Rosa Parks Elementary is focused on developing an efficient and effective curriculum and instructional program that will enhance learning for all students. Student assessment data is carefully analyzed by all certified staff. The results of this analysis are the basis for the goals of the School Improvement Plan and Individual Professional Growth Plans. Once the needs are assessed and goals are written, school-wide and individual professional development opportunities are chosen by leadership and staff that will lead to increased teacher instructional expertise and ultimately to higher levels of student achievement. School-wide professional development begins in the summer, as teacher teams plan both horizontally (across grade levels) and vertically (between grade levels) with special area teachers to carefully align curriculum with Kentucky Academic Standards. Specialists work with all certified staff on best-practice lessons and instructional strategies.

During the school year, the principal, Professional Growth and Effectiveness System Coach, and teachers participate in weekly team meetings and grade-level team planning that focuses on analyzing assessment data to plan for future instruction and collaborate to address the social needs of each student. Monthly staff meetings include shared professional reading and presentations by teachers and guest speakers who are specialists in the areas of content learning and differentiation of instruction. Teachers work many after-school hours in district professional learning communities in order to develop rigorous, relevant curriculum and assessments.

The staff has completed a book study on *The Teacher Clarity Playbook* and *Clarity For Learning*. This study has focused on practices that have high effect sizes and will help translate the Visible Learning research into practice. When the strategies that have high effects (greater than 0.40) are applied, they can accelerate student achievement. With remote learning a challenge this year, some classroom teachers used *The Distance Learning Playbook*. This professional reading helped teachers have the opportunity to prepare for distance learning with purpose and intent, using research-driven practices to accelerate students' learning while maintaining a focus on equity. We recognized at the end of the 2019-2020 school year that if we would remain on remote learning for the 2021 school year that additional PD was required. All teachers completed at least 60 hours of professional development in August 2020 on educational platforms and technology strategies to help engage all learners during remote learning. These programs and strategies helped us improve our student engagement strategies and instructional methods during distance learning. These professional developments and readings have contributed to our continued positive school climate, even in the midst of a pandemic.

4. School Leadership:

Rosa Parks Elementary (RPE) believes that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is our desire to create this type of atmosphere where students can meet their full potential. It is our goal to challenge all students daily with learning that is meaningful, engaging, and purposeful. We want to provide our students with opportunities to grow and become critical thinkers and problem-solvers. We provide our students with

inquiry-based lessons and real-world situations, so they may learn to conquer issues in and outside of school. We want to instill a passion for learning inside each child by making learning fun and engaging. Our main focus is student achievement. High standards are set and high achievement is demanded. Staff members establish high expectations for all students, and provide the support necessary for them to achieve their goals.

The school leadership at RPE consists of only a principal and a PGES coach. The principal's role is to provide the students with the highest quality education possible. The PGES coach acts as an assistant principal along with being an instructional coach for teachers.

Leadership wants all staff members to feel like they are part of a team whose goal is to work together for the success of the students. Teachers are valued and respected for their knowledge and experience with children. Their efforts are acknowledged and recognized frequently with verbal praise, digital recognition, the "Woot-Woot Wagon" that delivers treats to staff and students in their classrooms, and staff luncheons. The RPE leaders believe that good teachers are well-read and critical learners, who are up-to-date on the latest research-based teaching strategies and educational issues. The top priority at our school is the success of our students. Teachers are provided with the materials and tools necessary to implement an effective instructional program.

The actions of the administrators at RPE reflect their belief that collegiality among staff members is crucial for a positive school culture. Staff members are kept informed using weekly newsletters, monthly faculty meetings, and weekly team meetings. School committees have been established to address student behavior issues, equity, curriculum and student achievement, communication and climate, planning and professional development, school improvement, and budget. Staff members, along with all other stakeholders, share in decision making when possible and appropriate.

During the COVID-19 pandemic, we experienced many challenges. When our students were required to begin the school year remotely in August 2020, one of the main challenges we faced was that our teachers had limited experience with online platforms. We knew we needed to provide quality training for our teachers. Each teacher spent at least 60 hours in school and district provided professional development training to learn educational platforms and technology strategies to enhance their online teaching. A team was formed to address the needs of remote learning; the team created a master schedule, assured technology was available for all students, prepared teachers to teach remotely from their classrooms or homes, and established safety guidelines for the return to in-person learning. As part of this team, we also included our school guidance counselors to develop a plan to check on students' mental well-being while they were learning remotely.

5. Culturally Responsive Teaching and Learning:

With students coming from many cultures and backgrounds, it is imperative we address the diverse needs of all. Our daily Social-Emotional Learning (SEL) curriculum provides the students with an intentional education regarding equity, cultural awareness, and character development. This correlates to our school-wide expectations—"Take Care of Yourself, Take Care of Our School, Take Care of Others." Combining these expectations with our SEL curriculum instills in our students a respect for the feelings, beliefs, and cultures of others.

Our library media specialist (LMS) has built a representative collection of diverse and inclusive books and collaborates with teachers to utilize books in their lessons throughout the year. As we always strive to improve in all areas, our LMS and Mental Health Specialist have developed a new equity curriculum to be taught throughout the school year beginning in August 2021. This will utilize a wide array of books and resources to focus on broad topics of equity as well as specific areas of focus for our student population.

Our core curricula are also inclusive and representative of our student population. Stories in

Reading Wonders showcase a diverse array of cultures and abilities and Amplify science asks students to step into the shoes of others with inquiry-based problems. RPE teachers also weave respect and cultural awareness into their everyday lessons. For example, 4th-grade teachers begin each school year with a “Where I’m From” research and presentation project. The students learn more about their own family history, which brings about more self-awareness and respect for the cultures of others. This knowledge is then shared with classmates, sparking great discussions and fostering a foundational respect for one another.

Our cultural inclusivity is not limited to the school day. We also celebrate all of the cultures within our school community at our annual International Night, where 39 countries are typically represented. Students wear their cultural attire, bring food to share, create presentations and displays to teach about their culture, and submit recipes for a school cookbook. The school building is transformed into an amazing tapestry that celebrates the unique cultures of our families. This event provides excitement and an incredibly rich learning experience for our students and families every year.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The COVID-19 pandemic pushed educators across the country into uncharted territory. Rosa Parks Elementary (RPE) teachers rose to the challenge and quickly adapted for the end of the 2019-2020 school year. Most importantly, there remained one constant—live instruction. Not only did this enable our students to continue learning, but it helped them maintain a sense of normalcy in their disrupted world. On March 13, 2020, when our school building closed, our teachers were dedicated and ready to ensure that every student was present, participating, and learning so that instruction would continue. Live lessons were delivered throughout the school day with teachers demonstrating proficiency with new technologies and adapting to the overall challenges involved in remote learning. Over the summer, we reflected and learned from our successes and failures and were ready to tackle the challenge of remote instruction again in August 2020.

While our teachers set the standard with their remote instruction, the support of our families at home was imperative. So many of the successes can be attributed to the class cultures that were painstakingly built by each classroom teacher. In order to make it possible for the classroom teachers to stay connected to each child, our guidance counselors, paraeducators, teachers, support staff, and administrators worked tirelessly to connect with families and provide for their needs. Food, Chromebooks, hotspots, books, manipulatives, school supplies, and other materials were delivered to students' houses. Our guidance counselors conducted more than 2,000 home visits, wellbeing checks, and, in some cases, supported classroom instruction by helping students organize their class supplies or sitting with students on their front porches while they completed assignments. The Fresh Food program was established and food bags were delivered to families who needed resource assistance.

Our students not only survived but truly thrived in their virtual environments. A 97% attendance rate during virtual learning is attributed to the connection our teachers made with families. Continuous rigorous instruction was assessed and adjusted using formative digital assessments, summative digital assessments, and the MAP assessment. Assessment data confirms that students were learning and mastering standards even while they were confined to their homes. We celebrate this achievement and are proud of the way our staff worked together to support our students and families during the pandemic. The whole community effort for the success of our young RPE Trailblazers always shines through when it is needed the most.