

Phase III: Executive Summary for Schools_12182017_12:49

Phase III: Executive Summary for Schools

North Park Elementary School

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

North Park Elementary opened its doors for the first time in August of 2010. North Park's student population is comprised of preschool and kindergarten children from four elementary schools; Meadow View, Radcliff, Vine Grove, and Woodland located in the north end of Hardin County. At the time of North Park's configuration, two of the four schools performed well on Kentucky's State Assessment and met their AYP under No Child Left Behind prior to the North Park configuration. In 2010, one school of the four schools met AYP, but all are continuing to make progress. The four schools that North Park was created from are also schools that have been implementing strategies from the Thoughtful Education process. Since 2010, we have used Measures of Academic Progress (MAP) data to address specific issues at North Park. As North Park's identity in the Hardin County School system evolves, we have started to focus on many of the same instructional strategies and programs common to the three schools above as well as other schools in our district. The focus of our professional development and faculty/team meetings has been on implementing teaching the Common Core Standards utilizing Thoughtful Ed strategies, Math Solutions, the Literacy First process, Early Numeracy Strategies, PBIS, and MAP data analysis with differentiating instruction as our primary strategy for addressing student needs. North Park is a Title I school and will use these funds to help all students in the areas of reading, writing and math. North Park has been granted an ESS Daytime Waiver program in which funds are used to hire instructional assistants to help students who have difficulty in the areas of reading and math. As we have established our identity the team building and trust that has developed among all faculty, staff, students, parents and community has been a foundation of our success. Therefore building relationships continues to be a priority in the area of learning environment. North Park will continue to focus on cementing the rituals and traditions that build a positive school culture that exhibits high expectations and strong school pride. The activities included herein will help align North Park with the common practices evident in the other elementary schools in our district. Moreover, these activities will continue to support the strong foundation necessary for our school to provide a quality education that prepares students for life. In the last three years, our changes have been primarily in staffing and the neediness of students and their families. Enrollment in K has dropped while preschool enrollment has grown. The number of students in poverty continues to grow, while resources for them are fewer. Student are coming from home without coming from an early childhood program, which impedes their readiness.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

MISSION STATEMENT North Park Elementary's mission statement is as follows: "The mission of North Park Elementary is to provide a safe, secure and nurturing environment in which students form a foundation for life-long learning. Together we will nurture the potential in every student. Our mission statement reflects the Hardin County Schools vision of "Helping Children Succeed." Through our interactions with parents, students, staff members and community stakeholders we adopt our school system's vision and will demonstrate our beliefs as follows: "Success for all - whatever it takes" "School, parent and community engagement, collaboration and communication

are winning combinations" "Investing in our students is investing in Hardin County's future." Thus we have established three school wide areas of emphasis to promote student success under which we establish school improvement goals. The goals included in detail in the plan represent our continued pursuit towards perfection, not settling on excellence, but building on excellence as we move forward: I. Curriculum, Instruction, Assessment - While aligning assessment and instruction with standards, we will strive to meet the needs of all our students through the use of flexible small grouping, differentiated instruction, MAP assessment, Thoughtful Education strategies, high order thinking questioning and critical thinking skills. We will develop quality rigorous instruction and common assessments that are congruent to the content standards that prepare students for a successful transition to elementary school and provide them a strong foundation needed for life. II. Reducing Barriers to Learning - Intentional planning will be made to utilize our ESS, ESL, Title 1, Special Education, volunteer and Family Resource Center programs to help reduce barriers to learning and build the relationship between home, school and community. Collaboration with these resources will enhance learning for all our students at North Park Elementary. Positive communication among all stakeholders (parents, teachers, students, and community) will be consistent and intentional in order to build positive relationships. The use of Positive Behavior and Intervention Supports provides a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. III. Equity - North Park Elementary's strives to ensure that all students have access and opportunity to learning through differentiating instruction based on student needs and their learning styles. This area of emphasis is embedded in the practices utilized in all CSIP goals, strategies and activities.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Reading Fall 2010 - 149.1 Spring 2011 - 160. 68% students on or above grade level going to 1st grade Fall 2011 - 141.1 Spring 2012 - 166.1 79 % students on or above grade level going to 1st grade Fall 2012 - 144.5 Spring 2013 - 164.5 70% students on or above grade level going to 1st grade Fall 2014 - 144.6 Spring 2015 - 163.9 73% student on or above grade level going to 1st grade Fall 2015 - 140.7 Spring 2016 - 161.6 61% students on or above grade level going to 1st grade Math Fall 2012 - 148.0 Spring 2011 - 160.8 61% students on or above grade level going to 1st grade Fall 2011 - 143.0 Spring 2012 - 168.3 79% students on or above grade level going to 1st grade Fall 2012 - 142.9 Spring 2013 - 170.4 85% students on or above grade level going to 1st grade Fall 2014 - 144.9 Spring 2014 - 168.5 82% students on or above grade level going to 1st grade Fall 2015 - 137.4 Spring 2016 - 163.2 62% students on or above grade level going to 1st grade Our seven preschool classes and one Preschool Readiness Academy class achieved an ECERS-R score at or above the state's goal of 5.0. Two of our preschool classrooms are Classrooms of Excellence and three more are in the process of application. We have a total of three National Board Certified Teachers in Kindergarten and one in the process of application. Our school has a goal to send 80% or more of our students to first grade on grade level or above in Reading and Math with all students making at least one year of growth as measured by MAP.

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Additional Information

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

North Park follows the Hardin County school district's desires to respond to student needs by basing our plan on "...intervention rather than remediation..." in making our response "...systematic..", "timely..." and "...direct..." (pp.7-8) as based upon the research detailed and methodology suggested by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek in the book *Whatever It Takes* (2004). Rather than corrective action, we have chosen to develop a school improvement model that emphasizes personalization and focused instruction as central themes. We recognize the intense need to determine what students know and can do starting from the beginning of school. Teachers must stress learning every day and must create strong strategies for targeted interventions based on continuous, formative assessment. Strategies must be research based and must be measured quickly to make the necessary course adjustments. Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is our belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information. Stakeholder Involvement We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects. Prior to the posting of any revision to the plan, every stakeholder group will be given a copy of the plan to review and offer suggestions. We will have representation from parents, staff, community and central office support staff. Leading up to final board approval of the plan, the plan will be available to the public at least one week before adoption to allow for any student, parent, or community member access to its content, ensuring equity and understanding of each goal and strategy.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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