Continuous Improvement Process Plan

Rosa Parks Elementary

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2016 - 2017

Lake Washington
School District

Principal Kim Bilanko
Associate Principal Leslie Elmer
Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Rosa Parks is a high achieving school with an incredibly dedicated staff and very supportive community. Teachers are committed to providing rigorous academic instruction while also infusing the arts, laughter and joy. We provide drama instruction to all students at Rosa Parks. Teachers also participate in professional development to learn how to infuse the arts into all curriculum. This work helps grow students in multiple areas: self-confidence, imagination, independent thinking, cooperative skills, and social awareness. We are dedicated to developing children academically, emotionally and socially.

Rosa Parks continues to be a high achieving school in all academic areas. In 2015-16, Rosa Parks received the Washington State Achievement Award in Overall Excellence, English Language Arts, Math, and English Language Acquisition. According to our district and state assessments, Rosa Parks is above both state and district averages in academic areas with 88-97% of students at or above standard. More importantly, students are also learning the value of developing a growth mindset. Students believe that they can learn more or become smarter if they work hard and persevere.

One of Rosa Parks unique qualities, is the cultural diversity of students. Many students speak multiple languages and are 1st or 2nd generation immigrants. We celebrate our unique qualities and value the culture and traditions on our students and families. This year, we are focusing on connecting and engaging our students through building relationships with staff, students and families. We have implemented a school-wide positive behavior support system in which all students are honored for making good choices and following our school expectations. All students at Rosa Parks know what it means to show "Puma Pride."

Our incredible parent community supports our students and staff in countless ways. Volunteers run our enrichment programs such as Math Adventures, Art Smart, and Hour of Code. Our generous PTSA provides programs such as choir, after school drama, Nature Vision, the Toymaker, and enrichment programs. We engage our community through social and academic evening events, opportunities to meet and mingle with administration, classroom events, home visits, volunteerism, Watch D.O.G.S. and frequent home/school communication. Our mission is to create a joyful learning experience that inspires and grows life-long learners.

Rosa Parks Elementary
2015-2018 Performance Targets

Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15		Current Performance 2015-16		Target Performance 2018	
		District	School	District	School	District	School
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	95.3%	88.3%	95.0%	95.0%	
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	84.2%	81.4%	90.1%	91.0%	
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	86.1%	82.8%	92.1%	92.0%	
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	94.4%	85.3%	88.0%	92.0%	
	% of 5th graders meeting or exceeding state standards in Math	72.7%	90.4%	72.9%	88.7%	90.0%	
	% of 5th graders meeting or exceeding state standards in Science	86.9%	≥95%	88.2%	94.0%	95.0%	

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

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SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.6%	95.0%					
		1st	91.3%	97.6%					
		2nd	90.7%	95.0%					
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		90.7%	90.1%					
	% of 3rd graders meeting or exceeding state standards in Math		88.9%	92.1%					
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		93.1%	89.1%					
	% of 4th graders meeting or exceeding state standards in Math		89.6%	91.8%					
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		94.6%	88.0%					
	% of 5th graders meeting or exceeding state standards in Math		90.2%	88.7%					
	% of 5th graders meeting or exceeding state standards in Science		≥95%	94.0%					

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CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	96% at or above standard	96.76% met or exceeded standard
Literacy: 3-5 ELA	92% at or above standard	89.14% met or exceeded standard
Math: 3-5 Math	94% at or above standard	91% met or exceeded standard
Science: 5th Science	92% at or above standard	94% met or exceeded standard
Achievement Gap	88% of 4th and 5th graders who are on IEPs will be at our above standard on ELA	30% of 4th and 5th grade students on IEPs met or exceeded standards
School Effectiveness:	90% of staff will agree mostly/completely that they receive regular feedback (Question 42 on Nine Characteristics survey).	75% indicated agree mostly or completely.
Attendance and Discipline:	We will decrease the average number of tardy students to 100 per month. Rosa Parks will have fewer than 5 students suspended during the 2015-16 school year.	April 2016: 138 tardies May 2016: 292 tardies June 2016: 196 tardies 3 students were suspended during the 2015-2016 school year.

Narrative Reflection:

Narrative Reflection	
Process:	This year, our building leadership took the role in leading our staff through the CIP process. After grade-level teams set student growth goals in specific academic areas, the leadership team used state and district test data, along with baseline assessments to create overall goals for our students in ELA, Math and Science. Grade-level teams met four times a year to monitor and adjust goals. In addition, teams met with administration a minimum of three times a year. During these meetings, teams analyzed data, shared instructional strategies and made plans for instruction and assessment.

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Literacy: K-2 Reading	Overall, 96.7% of our students are at or above standard. Our students are achieving at high levels. We exceeded our goal. Strategies and tools used: For the students who started well below or below standard, we used DIBELS Burst. Our team also used small group instruction, Read Naturally and we also accessed Safety Net and ELL resources. We made PGE goals around ELA and focused on measuring student growth as a team. A challenge the team had was consistently monitoring the small set of students who were not at benchmark. This will be an area of focus for us in the future.
Literacy: 3-5 ELA	Overall, 89% of our students are at or above standard. We did not meet our goal of 92% however our students are achieving at high levels: In 3rd grade, 71% of our students were at level 4, in 4th grade 78% of our students were at level 4, and in 5th grade 61% of our students were at level 4. Strategies and tools used: We taught to the standards instead of going through a curriculum. We focused on conventions, regular computer usage, RACE responses as a guideline, academic vocabulary integrated into lessons, discussion around testing vocabulary, and netbook testing practice. We used: Netbooks, Tier II interventions, Tier III intervention, practice SBA tests, LWSD District CDSAs, differentiated instruction, checklists/rubrics/success criterion, self-reflections, and goal-setting. In analyzing the students who did not meet standard, we noticed two sub-groups that we will continue to focus: students on IEPs and our ELL students.
Math: 3-5 Math	Overall, 91% of our students are at or above standard. We did not meet our math goal of 94%, but our students are achieving at high levels: In 3rd grade, 56% of the students were at level 4, in 4th grade 68% of our students were at level 4, and in 5th grade 66% of the students were at level 4. Strategies and tools: Differentiated math instruction, Tier II intervention, student's ability to problem solve efficiently, utilizing success criterion with emphasis on math reasoning/writing to explain and complex problem solving, Inquiry based math, differentiation math groups, writing to explain checklist, online supports (IXL, Khan Academy, enVision, etc.), and use of manipulatives. To meet our goals, we will continue to focus on our Tier II support. We want to ensure that all students are receiving extra support in areas of need.

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Science: 5th Science	Overall, 94% of our students met or exceeded standard in Science as measured by the MSP. We exceeded our goal. Strategies and tools: Students participated in regular investigative write-up, preparation for the MSP by using released materials, and supplemental units. Students/teachers used: netbooks to type up science investigations, science kits, science binders, rubrics/checklists, Discovery Education videos, supplemental units to fill in content gaps, flipcharts/PowerPoints for content review, OSPI MSP released materials, and Nature Vision.
Achievement Gap	3 out of our 8 4th and 5th grade students on IEPs met standard. We did not meet our goal. This is an area that will continue to be a focus for our school. Next steps: Focused collaboration between Special Education teachers and grade-level teams during our CIP and student growth goal meeting. The special education teacher will know grade-level goals and work to support the students both in the general education and special education setting.
School Effectiveness:	This year, our goal was to have 90% of staff agree mostly/completely that they receive regular feedback (Question 42 on Nine Characteristics survey). The last survey indicated that only 60% agreed. While we increased our perceptual goal, we did not meet the goal. This was the first year at Rosa Parks for our administrative team. During the year, the team implemented new strategies to get into classrooms and provide feedback. New teachers received feedback on a regular basis. This will continue to be an area of focus. We will ensure that administrators are in all classrooms each week providing meaningful feedback to staff.
Attendance and Discipline:	We met our discipline goal. We decreased the amount of students suspended. We also spent the year tracking students who were referred to the office for discipline. We will use this data to create goals around discipline for the upcoming year. We did not meet our attendance goal this year, however we decreased that average number of students tardy per month between 50-100 students. This year we began sending home attendance letters and we also clearly communicating drop-off times and start times to our families. Due to traffic issues, we began working with the county to help alleviate traffic jams at drop-off. We will continue to make this an area of focus for our school.

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ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	By June 2017, 97% of our K-2 students will be at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June 2017, 92% of our 3-5 students will be at benchmark in reading as measured by SBA.
Math: 3-5 Math	By June 2017, 91% of our 3-5 students will be at benchmark in math as measured by SBA.
Science: 5th Science	By June 2017, 90% of our 5th grade students will be at benchmark in science as measured by MSP.
Achievement Gap	By June 2017, 5 out of the 7 (71%) 4th and 5th grade students who qualify for ELL services will meet standard in ELA as measured by the SBA.
School Effectiveness:	By May 2017, the percentage of staff who report that they receive regular feedback will go from 75% (mostly/completely agree) to 85% as measured by the nine-characteristics survey (Question 42)
Attendance:	During the first two months of the 2016-17 school year, the average number of tardies was 297 per month. By May 2017, we will decrease the number of tardies to 100 per month.
Discipline:	Rosa Parks will decrease the number of office referrals for student discipline. In 2015-16, there were 113 office referrals for behavior. Goal: Decrease number of office referrals to 60 in 2016-17.

Annual School Goals: Academic

Our teacher leadership met around our PGE student growth goals and our state/district scores. We analyzed the data and looked at individual kids to determine the number of students we felt would be proficient at the end of the school year. We used both state and district assessments along with our beginning of year school assessments (K-2 DIBELS, 3-5 SBA). We then shared our goals with the staff.

Teachers regularly use small group instruction in order to meet the needs of individual students. Due to the fact that most students at Rosa Parks are performing above standard, teachers use a variety of differentiation strategies: workshop model, small group, technology, collaborating with grade-level teams, IXL, Dreambox, Math Adventures, Xtra Math, math journals, and integrating curriculum. Students are regularly engaged in research and project-based learning.

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For students who are struggling, teachers use a variety of differentiation strategies: Scaffolded lessons, small group instruction, technology, IA support, parent/ LINKS volunteers and on-going monitoring. Students are regularly assessed. Grade-level teams also regularly collaborate to discuss how to support and provide enrichment for all students.

Grade-level teams will regularly (monthly) meet with their team to assess progress. Teams will also meet quarterly with administration to discuss progress towards student growth goals and CIP goals. We will use common assessments in order to analyze data.

Annual School Goals: Achievement Gap

In analyzing our sub-groups, we looked at the difference between each sub-group and the whole group. We found that our students qualifying for ELL services are showing the largest gap between the whole group. We then looked at our current ELL caseload and each student's SBA and/or DIBELS scores. We selected our seven 4th and 5th graders who qualify for ELL services.

All of these students receive pull-out/push-in, individual/small group/larger group instruction. Our ELL teacher will regularly meet with their teachers regarding these students in order to plan and implement instruction based on specific needs. The ELL teacher will take monthly data to ensure interventions are working. The ELL teacher administers a yearly assessment and screening tool.

Annual School Goals: School Effectiveness

We analyzed our Nine Characteristics data. Overall, the staff reported positively in the nine components. We looked at the components in which 6 or more staff members did not show positive agreement. Twenty-five percent of our staff did not feel that they received regular feedback. We chose to focus on regular feedback to staff because this is critical in our work with kids.

The principal and Associate principal will meet weekly to review our time in classrooms, feedback we have given and set goals for the upcoming month. We will track our time in classrooms and our feedback on OneNote. We will regularly share our feedback that we are giving to staff with each other to hold each other accountable to high quality feedback.

Annual School Goals: Attendance

Click here to enter text.During the first month of the 2016-17 school year, we had 182 tardies. We chose this goal because it is important for students to be at school on time. We are a walking school so late busses are not the issue. We will monitor the tardies on a monthly basis using Skyward and My School Data reports. We will communicate monthly reports with staff and families by implementing "Beat the Bell". There will be a visual posted for staff, adults, and students to see.

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Annual School Goals: Discipline

Last year was the administrators first year at Rosa Parks. We created a system to track office referrals for student behavior. We created a PBIS team that will now analyze the data and make recommendations to decrease office referrals and behavior incidents. Our school is in the process of creating common expectations, acknowledgement systems, and discipline philosophy and process. Our ultimate goal is to teach student how to make positive choices. All students will know how to show PUMA Pride by the end of the year. They will regularly be celebrated for making positive choices. This will decrease office referrals and maximize their time in class.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	**Literacy**
Strategy to support goals	Differentiation of instruction and use of technology: Headsprout, Small group instruction, Leveled reading/writing groups, Daily 5 Curriculum: Unit of study, Read Naturally, Phonics for Reading, DIBELS BUSRT, Wonders/Wonder Works, Reading Mastery, LWSD Writing Units, Grade level collaboration, IA support, Parent/LINKS Volunteers, Parent communication: update parents on student progress regularly
Professional Learning needed	LEAP training, PLC -Cross grade level sharing, District writing training, Drama Training
Resources needed	Wonders/ Wonder Works, Reading Mastery, DIBELS Burst, Headsprout, Words Their Way, Technology
Responsible individual or team	Principal, Associate Principal, Classroom teacher, ELL teacher, Safety Net teacher, Classroom parent support, IA support, Special Ed. Teacher

Goal Area	**Math**
Strategy to support goals	Grade level collaboration, push-in IA support, regular feedback to students and their families, small group instruction, IXL practice, Math Adventures, differentiated instruction, DreamBox
Professional Learning needed	Opportunities to discuss with grade levels above and below to better understand standards and expectations. Provide new teachers with supports to learn and understand the curriculum
Resources needed	enVision curriculum, Focus Math, IXL, DreamBox
Responsible individual or team	Principal, Associate Principal, Certified Staff, Support Staff

Goal Area	**Science**
Strategy to support goals	Grade-level collaboration, supplemental lessons to fill in gaps, Nature Vision, hands on learning opportunities using science kits, regular feedback to students and their families

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Professional Learning needed	Learning about Next Generation Science Standards, more vertical conversation about expectations and standards around science write-ups, provide new teachers with supports to understand and learn new curriculum
Resources needed	FOSS Kits, PTSA funded Nature Vision, access to supplemental materials, textbook (would be nice to look into if this is an option, especially in the upper grades)
Responsible individual or team	Principal, Associate Principal, Certified Staff, Support Staff

Goal Area	Attendance
Strategy to support goals	Ensure families and staff are aware of attendance policies. School will send regular attendance letters home. Implementing new systems for tardy students: parents must bring students into the building and sign them in. Analyze attendance on a daily basis and make contact with families of students who are tardy. Beat the Bell Program: Create visual progress monitoring, use morning announcements for competition, announce perfect attendance Use PUMA ticket to encourage those who are on time.
Professional Learning needed	Chronic offenders need to have meeting with the teacher? If continues with principal? Parent and child to discuss ways to improve.
Resources needed	Monthly Attendance reports LWSD attendance policies Assembly – role play disruption when students are tardy, and learning that can be missed etc. Why it's important to be on time, later in life situations_ jobs, college classes, etc.
Responsible individual or team	Assembly team, teachers, administration

Parent, Family, and Community Involvement

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We will present the CIP at our PTSA board meeting in the winter. We will also include families in strategizing how to improve our tardy rate. We will have the CIP available on-line as well. We will also highlight CIP celebrations in our school newsletter, Puma Press. Our team is going to begin creating action steps on how to get families involved in our CIP process.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
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