

2016–17 *Rosa Parks Elementary* Report to the School Board



January 17, 2017

Improvement Efforts

Strategic Direction A

Student Learning and Engagement

- **Balanced Literacy**
 - Continued focus on rigorous core instruction
 - Professional development and collaboration on small group reading
- **Math Instruction**
 - Intervention block with flexible data-driven groups
 - Small group math instruction
 - ExCEL (Exceptional Community of Elementary Learners) focus on pre-teaching math concepts

Improvement Efforts

Strategic Direction A

Student Learning and Engagement

- Response to Intervention (RtI)
 - Data driven, differentiated instruction for **all** students daily
 - Professional Learning Communities-Late Starts and Grade Level Data Meetings
 - Supporting teachers in utilizing data to create positive behavior support plans
- Integrate technology to increase student engagement
 - Technology goals supported through co-teaching and co-planning
 - Integration of coding technology

Improvement Efforts

Strategic Direction B

Developing district culture and practices of partnership and connectedness between staff, students, families and community for student learning.

- Positive Behavior Intervention & Supports (PBIS)
 - Common language and expectations
 - Review data weekly
 - Collaborative approach to supporting students-integrated into Professional Learning Communities and Grade Level meetings
- Building positive relationships with our students and families
 - Home visits to meet the needs of families and build rapport
 - Purposeful, positive contact
 - Four at the Door - greeting students every day as they enter our building and classrooms

Improvement Efforts

Direction E

Develop staff capacity, accountability and skills to implement our Strategic Directions

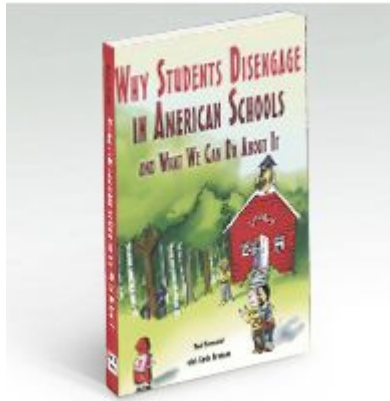
- Collaborative, Job Embedded Professional Development
 - Visiting each other's classrooms and collaborating around new learning
 - Technology support and integration
 - Professional development driven by teacher input

Professional Learning Community Collaborative Teams

- Grade level vision card goals
- Teams meet in media center to facilitate staff collaboration
- Bi-weekly goal setting utilizing DIBELS progress monitoring
- Use of formative assessment to plan instruction
- Additional monthly grade level meetings

Staff Book Study

- 61 staff members participated
- 4 sessions
- Small group discussions that consisted of cross school staff

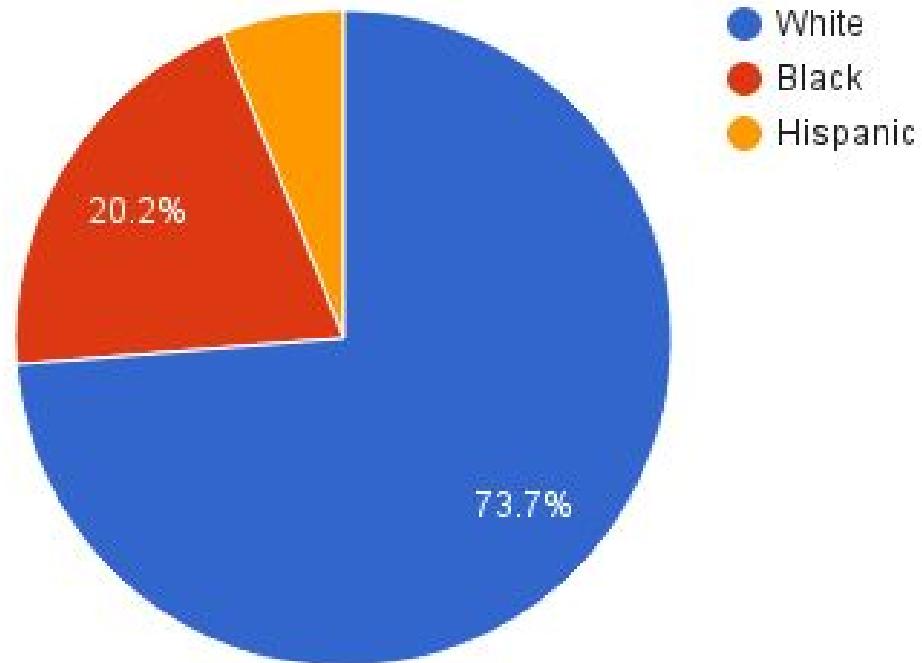


ATTENDANCE DATA

Rosa Parks

	13-14	14-15	15-16
All	95.77	95.21	95.21
LEP	95.38	95.08	92.51
SPED	94.32	93.82	94.35
FRP	94.00	94.90	95.25
Hispanic	94.95	90.92	93.22
American Indian	88.68	97.97	97.46
Asian	95.09	95.29	94.71
Black	96.69	96.32	94.67
White	95.68	95.40	95.46
Pacific Islander	na	na	na
Two or more races	95.26	95.54	95.87

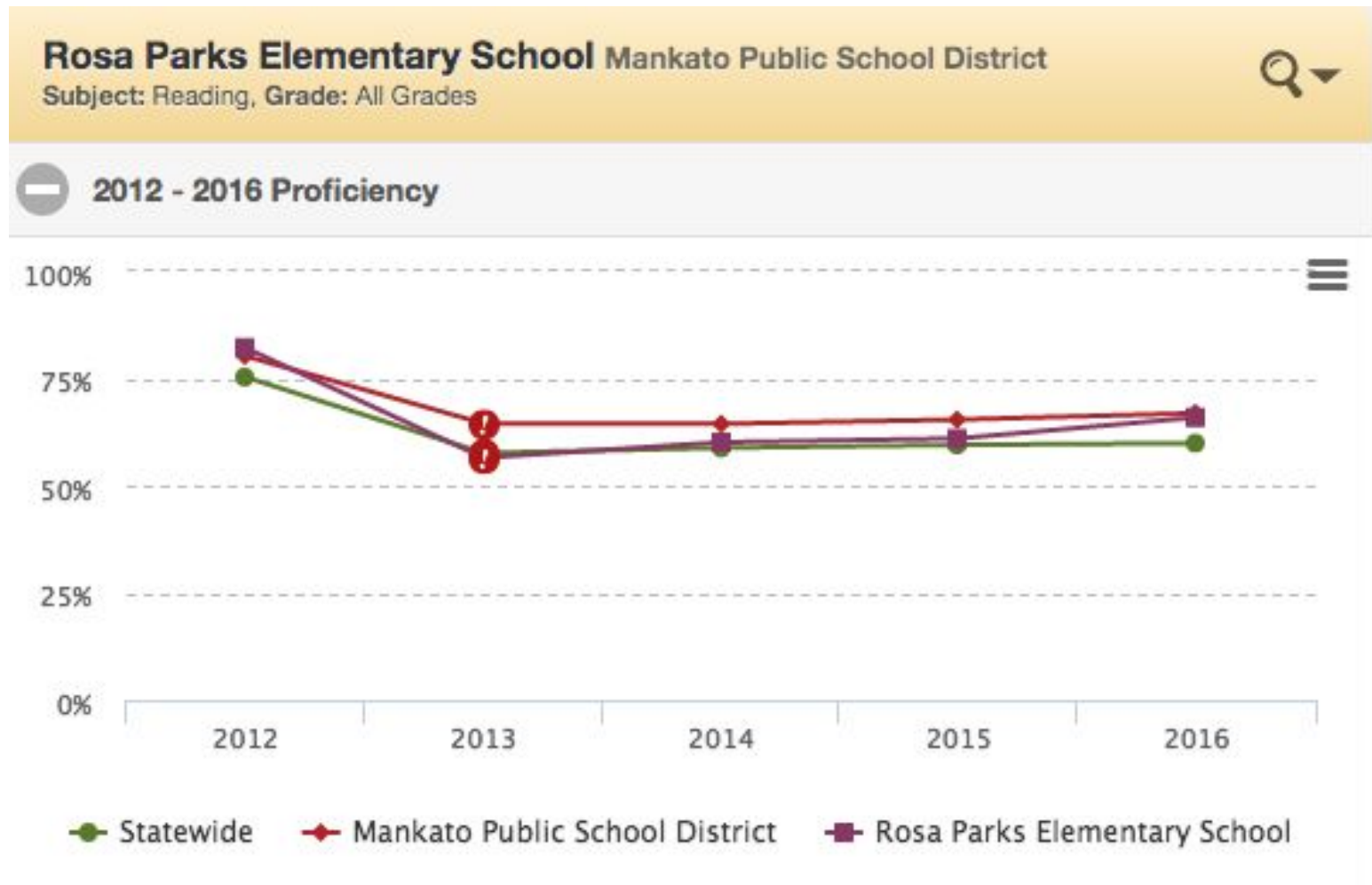
BEHAVIOR DATA



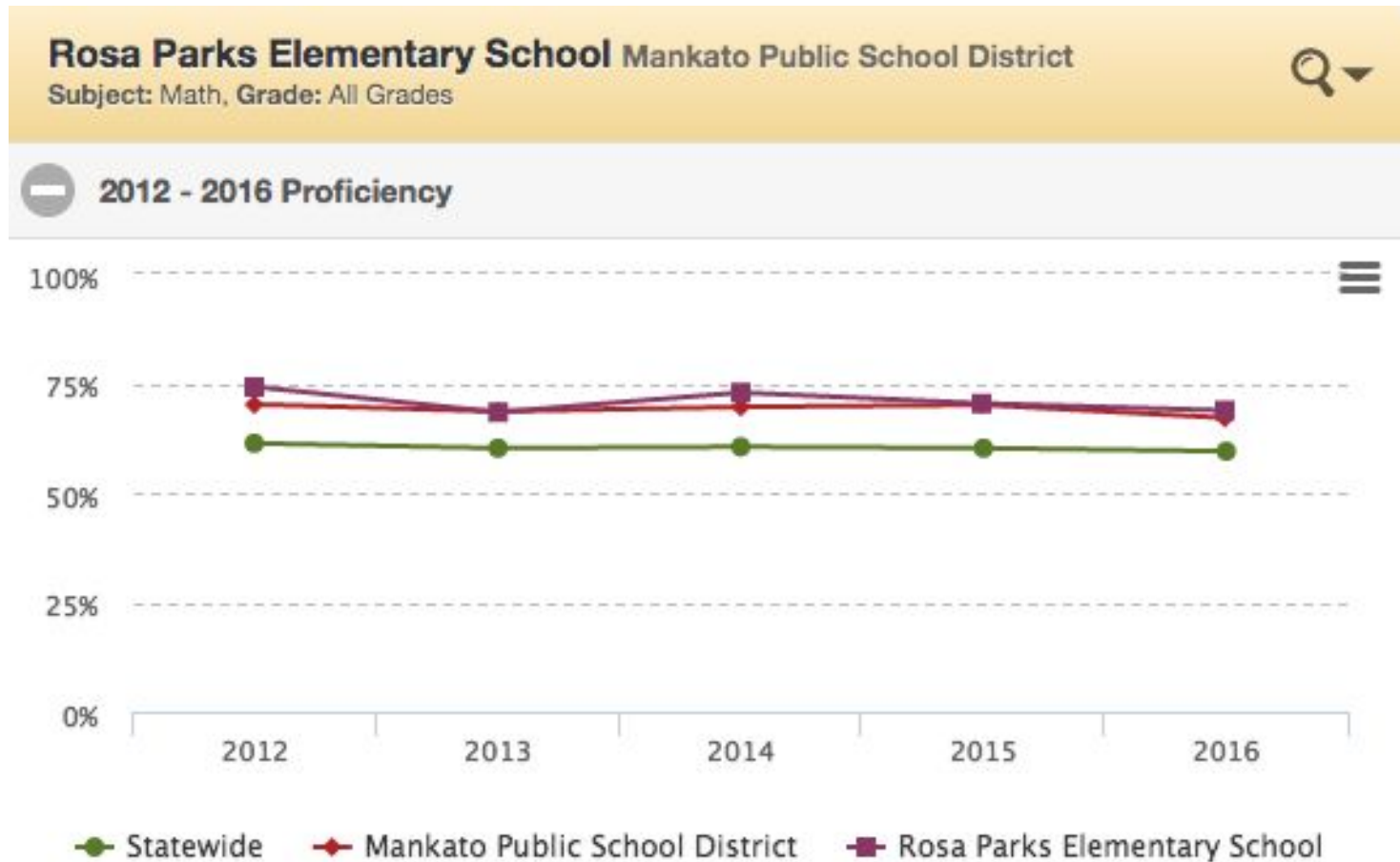
DIBELS DATA K-2

Grade	Beginning	Middle	End
K	 n=74 12  11  51  (16%) (15%) (69%)	 n=73 5  6  62  (7%) (8%) (85%)	 n=78 4  8  66  (5%) (10%) (85%)
1st	 n=87 12  13  62  (14%) (15%) (71%)	 n=87 10  10  67  (11%) (11%) (77%)	 n=87 10  12  65  (11%) (14%) (75%)
2nd	 n=94 4  9  81  (4%) (10%) (86%)	 n=95 5  9  81  (5%) (9%) (85%)	 n=96 8  13  75  (8%) (14%) (78%)

Rosa Parks Reading Trend Data



Rosa Parks Math Trend Data



Questions?

