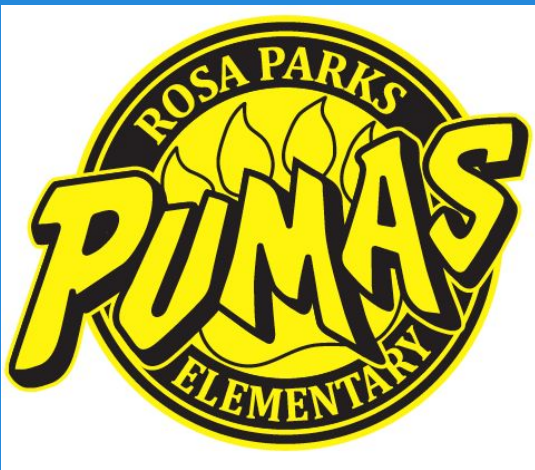




2017–18 Rosa Parks Report to the School Board



January 23, 2018

Improvement Efforts

Strategic Direction A

Student Learning and Engagement

Math Instruction

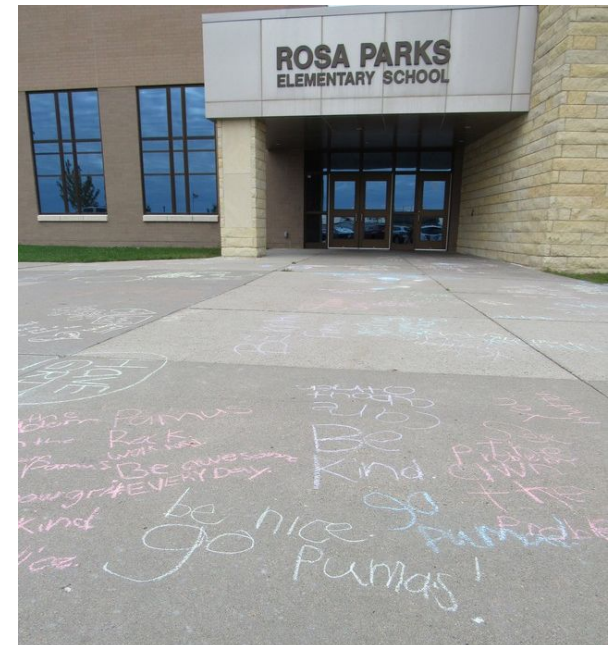
- Focus on small group math instruction/small group and independent work structures based on data
- Standards focused instruction
- Formative assessment aligned to standards

Literacy Instruction

- Continued focus on rigor in text
- Accelerated growth goal setting and frequent monitoring of progress

Student Engagement

- Top 20 Focus/Star Qualities



Improvement Efforts

Strategic Direction B

Developing district culture and practice of partnership and connectedness between staff, students, families, and community for learning

Positive Behavior Intervention and Supports (PBIS)

- Top 20 Mindset aligned to PBIS system and structure
- Monthly Puma Pride Celebrations
- CARES Buddies
- Building positive relationships with students and families
 - Sharing Top 20 learning with families
 - Home visits
 - Purposeful, positive contact home



Improvement Efforts

Strategic Direction B

Developing district culture and practice of partnership and connectedness between staff, students, families, and community for learning

Rosa Parks Annual Events

- Math Night, Reading Night, Visual Arts and Literacy Night
- Rosa Parks Night at the Children's Museum
- PTO Events (Movie/Game Night, Fall Family Fun Night, Spring Picnic, Walk-a-Thon)
- Music and Art Informances



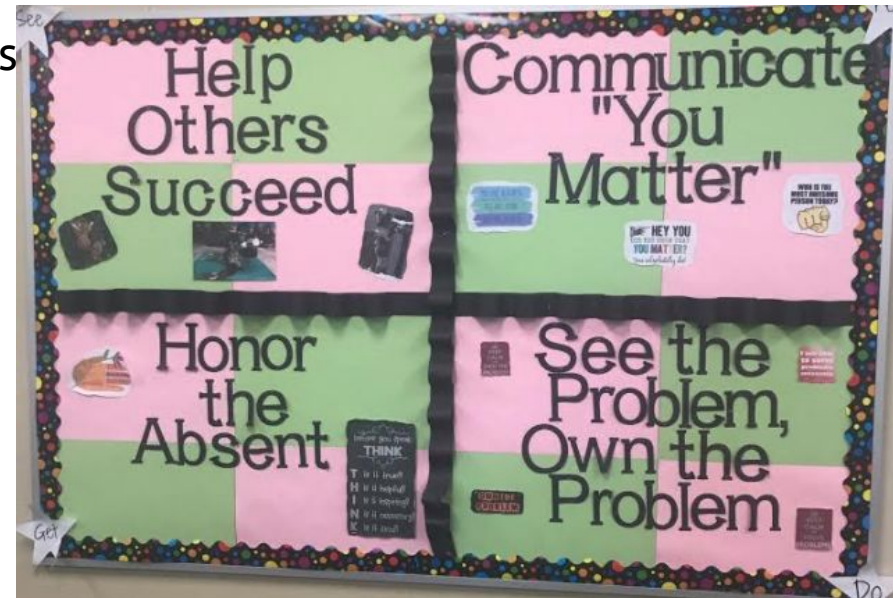
Improvement Efforts Strategic Direction C

Increase readiness for all students to ensure options for life

Best Practices in Instruction for ALL

Top 20 Skills/Developing Star Qualities

- Social Emotional Awareness
- Develop skills of collaboration and relationship building
- Strategies for Engagement and Success
- Top 20 Curriculum/Daily Announcements
- Developing Star Qualities



Improvement Efforts

Direction D

Management of Financial Resources

Commitment to supporting the needs of all students

- Full time counselor
- Behavior Intervention Paraprofessionals
- Additional English Language Learner support
- Reading and Math support



Improvement Efforts

Direction E

Developing staff capacity, accountability and skills to empower our strategic directions

Continuous Improvement Coach

- Coaching plan/Collaboration with teachers
- Teachers observe each other during the school day and engage in collaborative conversations

Instructional Leadership Team

Top 20 Mindsets

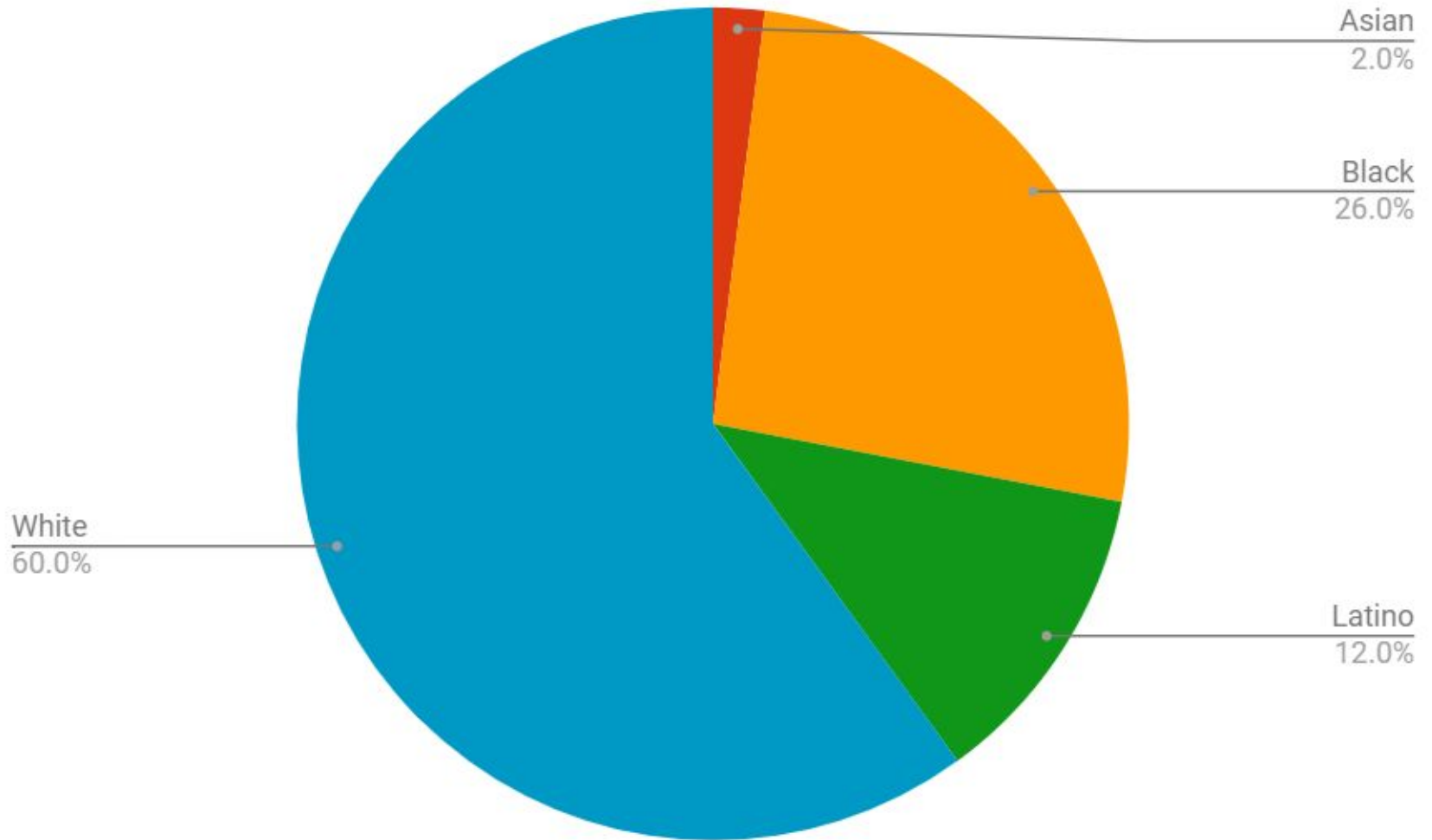
- Professional development for staff that supports our work with students and with each other
- Building a collaborative school culture



Attendance Data

All	94.92%
FRP	95.05%
LEP	94.92%
Sped	92.52%
Hispanic/Latino	93.4%
Asian	93.61%
Black or African American	94.74%
White	95.26%
Two or more Races	94.32%

Behavior Data Graph



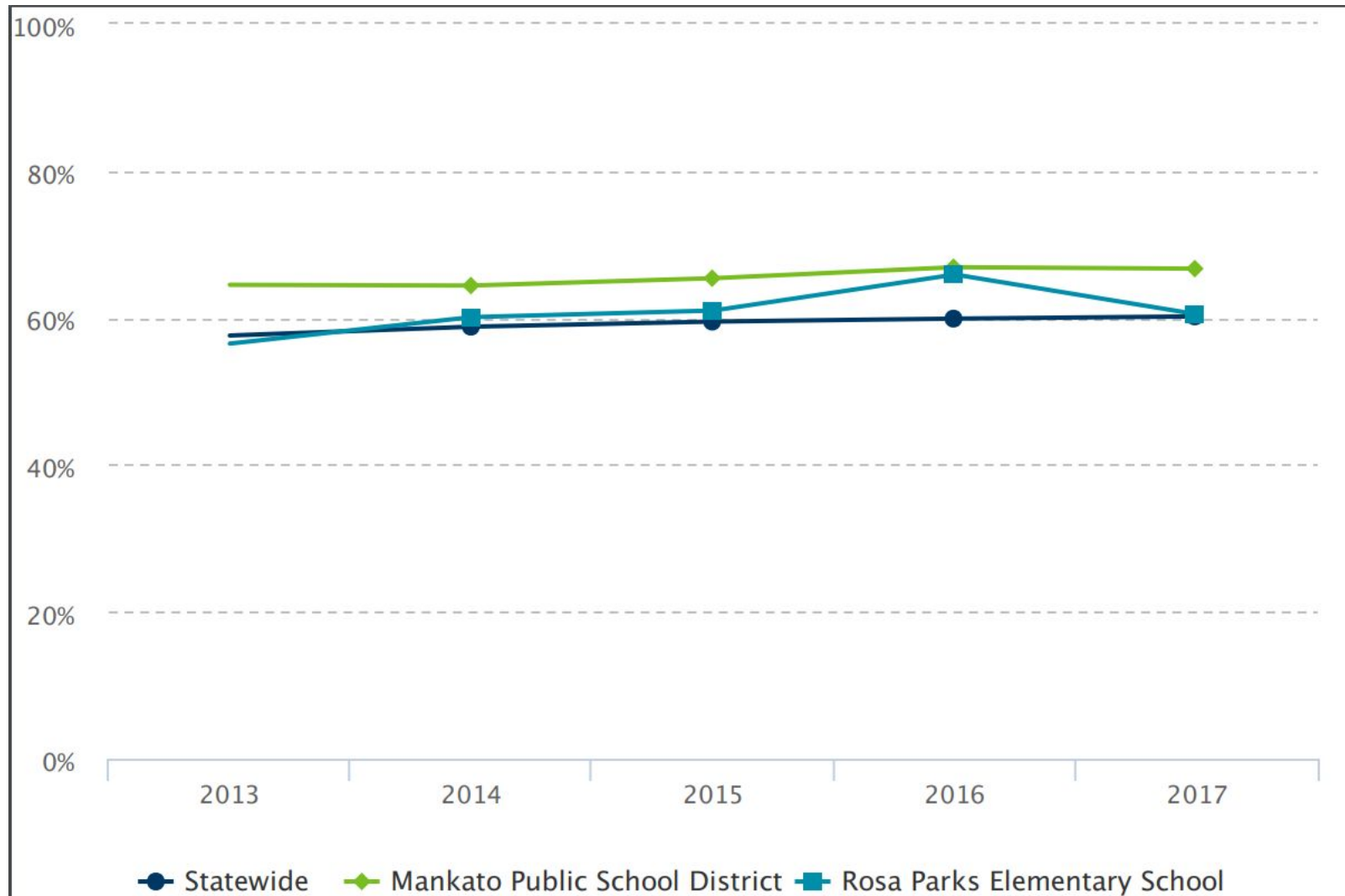
BEHAVIOR DATA

Student Group	Number of Students Referred	Number of Students Enrolled
Native American	0	5
Asian	1	19
Black	10	65
Latino	2	42
Pacific Islander	0	0
White	18	375

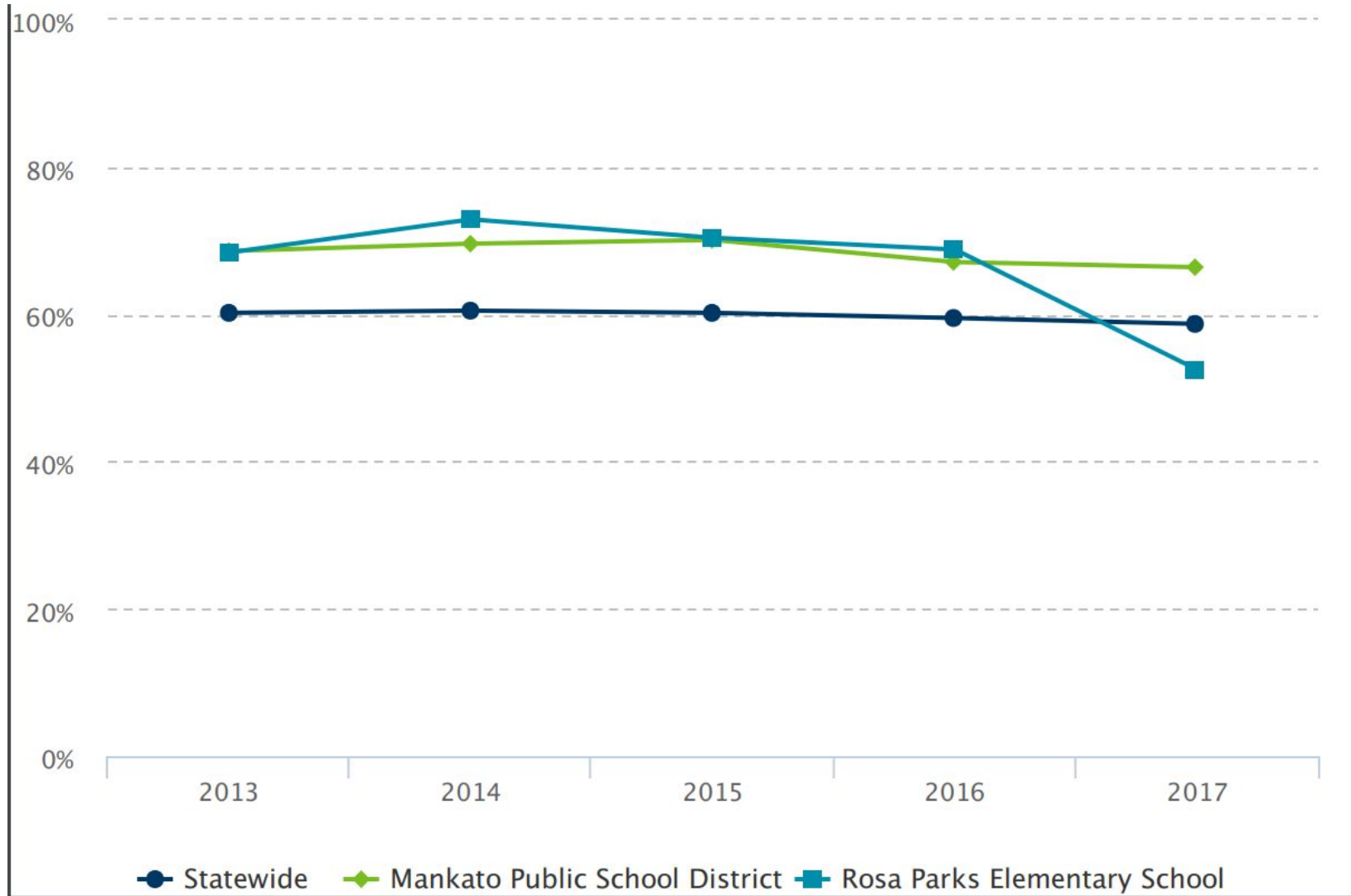
DIBELS DATA K-2

Grade	Beginning	Middle	End
K	 n=83 16 16 51 (19%) (19%) (61%)	 n=82 10 10 62 (12%) (12%) (76%)	 n=80 3 8 69 (4%) (10%) (86%)
1st	 n=83 14 14 55 (17%) (17%) (66%)	 n=75 13 3 59 (17%) (4%) (79%)	 n=80 14 9 57 (18%) (11%) (71%)
2nd	 n=82 14 8 60 (17%) (10%) (73%)	 n=82 15 5 62 (18%) (6%) (76%)	 n=82 16 13 53 (20%) (16%) (65%)

Rosa Parks' Reading Trend Data



Rosa Parks' Math Trend Data



Professional Learning Community Collaborative Teams

Re-focus on the four corollary questions:

- What do we expect our students to learn?

- How will we know when each student has learned it?

- How will we respond when some students do not learn?

- How will we extend and enrich learning for students who are proficient?

Math and Reading Goals Set by each grade level team aligned to building visioncard

Accelerated growth goals with progress documented monthly or bi-monthly

Second meeting between monthly late starts to focus on formative assessment and core instruction

Questions?

