



Continuous Improvement Process Plan 2018-2019

Rosa Parks Elementary School
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I. Description of School

Rosa Parks Elementary School is a wonderfully diverse community with an enrollment of approximately 655 students. Enrollment consists of 53% Asian, 34% White, 5% Hispanic and 2% Black. While English is the predominate language spoken in the home, there is a wide range of other languages, including Hindi, Tamil, Chinese, Russian, and Spanish. About 14% of Rosa Parks students are served in our English Language Learner classes. The school honors our cultural diversity through many PTSA events, including, notably, our International Night, which honors foods and cultural traditions from around the world.

Rosa Parks is located in Redmond Ridge, an area in continued growth. The Redmond population has grown significantly, prompting a bond to build a new elementary school, Ella Baker Elementary School, which opened in September, 2018 and a new middle school, Timberline Middle School, to open in September, 2019. Rosa Parks students will attend Timberline Middle School and Redmond High School.

The staff at Rosa Parks has a deep commitment to academics and the whole child as stated in their school mission statement: “Our mission is to grow the whole child as a joyful life-long learner within a respectful environment.” Rosa Parks continues to soar in the academic arena scoring in the mid 90’s on the SBA tests, as well as a high rate of proficiency on the K-2 DIBELS. Students have several opportunities to develop their creative side through a weekly drama class as well as an afterschool drama program. The school is committed to the arts, signified though a full-time certificated Drama teacher. Additionally, the school PTSA organizes Art Smart; classes where volunteers teach lessons on color, shape and other art topics monthly. Teachers also plan regular art lessons using Deep Space Sparkle curriculum adopted by the district.

Rosa Park’s staff is a family of learners. Teachers continually strive for excellence through staff development and strong team collaboration. Grade level teams meet on a consistent basis to discuss student progress, student work and develop strategies to meet the needs of their students.

Rosa Parks has incredible parent support through its PTSA. Volunteers run many enrichment activities, provide generous enrichment programs such as choir, after school drama, field trips and assemblies.

Rosa Parks has a strong commitment to supporting students through Positive Behavior Interventions and Support (PBIS). Through PUMA Pride, students are recognized for positive attitude, understanding and caring, being respectful and responsible, doing their best and making safe choices.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District 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.

III. 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%	95.5%	89.8%			
		1 st	91.3%	97.6%	96.1%	99.1%			
		2 nd	90.7%	95.%	100%	99.1%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.7%	90.1%	84.6%	91.1%			
	% of 3 rd graders meeting or exceeding state standards in Math		88.9%	92.1%	87.1%	90.3%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		93.1%	89.1%	93%	88.6%			
	% of 4 th graders meeting or exceeding state standards in Math		89.6%	91.8%	95%	83%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.6%	88%	89.5%	93.2%			
	% of 5 th graders meeting or exceeding state standards in Math		90.2%	88.7%	88.5%	92.4%			
	% of 5 th graders meeting or exceeding state standards in Science		95%	94%	93.3%	93.2%			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

Staff met together to review overall CIP processes. Teams then met to review data on 2017-2018 goals. Grade level teams analyzed data, shared instructional strategies that worked, how they monitored throughout the year as well as challenges they faced. Grade level teams discussed achievements and areas needed for improvement in the future. Additionally, they talked about parent involvement in the CIP process and how to involve parents throughout the year. Several teachers send weekly/monthly newsletters to families including a School Connection piece that gives parents an opportunity to follow-up on weekly lessons at home. Staff used frequent formative assessments to determine groupings. They scaffolded lessons and integrated skills. Many staff tied their PGE goal with their CIP goals.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June of 2018, 94% of our K-2 students will be at benchmark in reading as measured by DIBELS.	Outcome: 95.5% of students met or exceeded standard.
Narrative Reflection: K-1 teachers monitored student data throughout the year through Safety Net progress monitoring and DIBELS data. Student progress was analyzed during team meetings and shared rich literacy strategies to support students. The vast majority of our students are above standard.	
Literacy: 3-5 ELA Goal: By June of 2018, 90% of our students will be at or above benchmark as measured on the ELA/SBA.	Outcome: 93% of students met or exceeded standard.
Narrative Reflection: We exceeded our goal. We provided different opportunities fore retell, focused on students needing to improve accuracy; even students not at standard made improvement. Many instructional strategies implemented such as RACE cards, checklists and sentence stems were successful.	
Math: 3-5 Math Goal: By June of 2018, 92% of our students will be at or above benchmark on the Math SBA.	Outcome: 88% of students met or exceeded standard.
Narrative Reflection:	

<p>We did not meet our math goal; however, we noticed students were struggling and we slowed the pacing of our lessons and built in more scaffolding and differentiated instruction. We provided additional support through recess tutoring, after-school homework club. We felt these strategies worked to a degree. Students need to continue to improve on math fact mastery.</p>	
<p>Science: 5th Science Goal: By June of 2018, 88% of our students will be at or above benchmark on Science WCAS.</p>	<p>Outcome: 93% of students met or exceeded standard.</p>
<p>Narrative Reflection: Our students exceeded our goal in science. Our biggest challenge is being unfamiliar with the NGSS and expectations for the Washington Comprehensive Assessments. We work hard as a team teaching the scientific process.</p>	
<p>Achievement Gap Goal: By June of 2018, 57% of our 4th grade ELL students will be a benchmark in ELA as measured on the SBA.</p>	<p>Outcome: 50% of students met this goal.</p>
<p>Narrative Reflection: By testing time, there were only 2 ELL students in 4th grade. One student was in Special Education and ELL and scored below benchmark. That student is progressing as an ELL student. The second student was proficient and has exited ELL.</p>	
<p>School Effectiveness Goal: By June of 2018, the staff works in teams across grade levels to help increase student learning will increase from 78% agree to 85% agree. (Q26)</p>	<p>Outcome: 75% agreed completely or mostly.</p>
<p>Narrative Reflection: The main issue seems to be time to collaborate with colleagues. Some staff have met with teachers in the grade above them; first grade as an example. Under consideration for this year, will be trying to find times for vertical collaboration; staff meetings as an example.</p>	
<p>Attendance Goal: By June of 2018, the average number of tardies p/month will decrease by 10% from 319 p/month to 288 or less p/month as measured on Skyward.</p>	<p>Outcome: Tardies actually increased to an average of 372</p>
<p>Narrative Reflection:</p>	

It appears that as the year progresses, tardies increase, with the most occurring in the winter and near the end of the school year. If this goal is to continue, some strategies will need to be implemented to reduce student lateness.	
Discipline Goal: By June of 2018, Rosa Parks will reduce the number of referrals to the office to less than 60.	Outcome: There were 52 referrals last year. Goal achieved.
Narrative Reflection: Through PUMA Pride and extensive PBIS lessons, discipline issues were reduced.	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: CIP goals were posted on the school web-site and presented to PTSA board.
Reflection on Outcome: Goal was achieved.

2017-18 Strategies to inform parents, families and the community in the CIP process: CIP presented to PTSA Board meeting. Teacher newsletters included strategies to help students at home pertaining to CIP goals.
Reflection on Outcome: Goal was achieved.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: By the end of the year DIBELS assessment, 90% of kindergarten, 92% of 1 st grade and 95% of 2 nd grade students will be at benchmark (core) as measured by the DIBELS Next Assessment
Process used to determine goal: Grade level teams met to review student baseline data and to set goals.
Responsible individual or team: Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:

Teachers will utilize professional development, district adopted curriculum, materials and technology to support student learning. Students will also be referred to Safety Net as needed to supplement classroom instruction.

How challenge and rigor will be ensured for all students:

Based on student data, students will receive individualized learning and small group literacy lessons to challenge or remediate the learning process. Safety net and English Language small groups will be utilized as needed.

How necessary interventions will be determined:

Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:

Continued training with dyslexia curriculum and best practices for literacy instruction to be provided by the district and the school.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:

Teachers will monitor student data daily through formative assessments, monthly through summative assessments, and using the DIBELs assessment in January and May.

Literacy: 3-5 ELA SMART Goal:

93% of 3rd grade, 92% of 4th grade, and 89% of 5th grade students will score at/near grade level as measured by the Smarter Balanced ELA Assessment in the spring of 2019.

Process used to determine goal:

Grade level teams met to review student baseline data and to set goals.

Responsible individual or team:

Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:

Teachers will utilize comprehensible input, sentence starters, graphic organizers, explicit grammar instruction, systems for understanding questions, in addition to district adopted curriculum, materials and technology.

How challenge and rigor will be ensured for all students:

All students will participate in differentiated novel studies, writing for extension/connection/synthesizing learning, reading project rubrics, and will have access

to differentiated mentor texts and exemplars. Students will also demonstrate knowledge through project-based learning experiences and will benefit from peer-peer coaching.

How necessary interventions will be determined:

Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:

Teachers will participate in district-led writing professional development, as well as school based professional learning as determined by teacher teams.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:

Teachers will monitor student data daily through formative assessments and at the end of each unit through summative CDSAs. End of the year student achievement will be measured by the SBA.

Math: 3-5 Math SMART Goal:

90% of 3rd grade, 91% of 4th grade, and 84% of 5th grade students will score at/near grade level as measured by the Smarter Balanced Math Assessment in the spring of 2019.

Process used to determine goal:

Grade level teams met to review student baseline data and to set goals.

Responsible individual or team:

Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:

Teachers will utilize direct instruction in math facts, problem solving strategies, and methods of problem solving. Teachers will also provide differentiated instruction, vocabulary instruction, graphic organizers and small group instruction and manipulatives to ensure student learning. Students will also express learning through project-based learning and assessments.

How challenge and rigor will be ensured for all students:

All students will participate in small group learning and differentiated instruction based on pretest/posttest data.

How necessary interventions will be determined:

Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:

The Building Leadership Team will collaborate with building administrators to ensure teachers have access to professional learning as needed.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the SBA.

Science: 5 Science SMART Goal: 87% of 5th grade students will be at grade level for science as measured by the WCAS assessment in the Spring of 2019.

Process used to determine goal:
The 5th grade teachers reviewed student baseline data and previous year achievement data to set the goal for the 2018-2019 school year.

Responsible individual or team:
5th grade teachers, EL teacher, Special Education teacher, administrators.

Strategy/ies that will be implemented to support goal:
To ensure academic success, teachers will utilize visual aids, graphic organizers, explicit vocabulary instruction, guided questioning, small group instruction, scaffolding key concepts, and one-on-one support.

How challenge and rigor will be ensured for all students:
All students will have the opportunity to engage in differentiated instruction, project-based learning and assessment, leadership development and enrichment opportunities. Teachers will also utilize NGSS-aligned units of study.

How necessary interventions will be determined:
Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:
District-directed NGSS professional learning will be facilitated during Wednesday LEAP days by teacher leaders.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the WCAS.

Achievement Gap SMART

Goal: As measured by the 2019 Smarter Balanced Assessment, 70% of students who qualify as English Learners in grades 3-5 will score at/above grade level on English Language Arts.

Process used to determine goal:

After a review of the team/grade level goals and previous year CIP goals, the administrative team determined that a continued focus on closing the achievement gap for English Learners would be beneficial for student learning as we did not meet our goal last year.

Responsible individual or team:

Classroom teachers, EL teacher, administrators.

Strategy/ies that will be implemented to support goal:

Differentiated instruction, explicit instruction in grammar, graphic organizers, support to acquire new skills and remediation through our EL program, access to rubrics, and project-based learning and assessment.

How challenge and rigor will be ensured for all students:

All students will participate in small group learning and assessment data will be utilized to determine differentiated instruction to meet student needs.

How necessary interventions will be determined:

Student data will determine intervention methods/strategies.

Any professional learning needed:

Teachers will participate in professional learning for SIOP methods and culturally responsive teaching.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:

Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the ELA SBA.

School Effectiveness SMART Goal:

80% of teachers will Agree Completely or Agree Mostly that "School leadership cares about me" as measured by the 9 Characteristics Survey teachers will complete in the spring of 2019.

Process used to determine goal:

Staff were provided the results of the 2017-2018 school year 9 Characteristics Survey. Building Leadership Team met with their grade levels to review the outcomes of the survey and then determined the area of focus.

Responsible individual or team:

Principal, Associate Principal, certificated and classified staff.

Strategy/ies that will be implemented to support goal:

The principal will meet with BLT monthly to discuss the goal and adjust levels of support. BLT, with principal support, will structure time during LEAP days to discuss instructional practices, and to have reflective conversations around student learning, achievement and discipline with administrators and colleagues. Building administrators will provide teachers with written feedback after informal observations to acknowledge areas of instructional strength.

How challenge and rigor will be ensured for all students:

Through supportive relationships with the building administrators, teachers will be able to meet the needs of individual students to ensure all students receive a high-quality education.

How necessary interventions will be determined:

Additional support or interventions will be determined through quarterly meetings with the BLT to determine general teacher perception of progress and additional interventions needed.

Any professional learning needed:

Principal will discuss ongoing assessments with the Director of School Support to engage in mentoring and/or coaching.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team. Transition funds will be utilized to engage all staff in team communication and trust building activities.

Timelines and Progress Monitoring Plans:

Principal will check in with the BLT monthly. Principal will solicit staff feedback in the winter and again in the spring prior to the 9 Characteristics Survey completion. Principal will discuss data with the Director of School Support monthly for recommendations and feedback; data will also be presented to BLT and the staff during regularly scheduled meetings. A summative review of the data from the 9 Characteristics Survey will be conducted with the Director of School Support prior to June 30.

Attendance SMART Goal:

7% of student absences will be considered “unexcused” absences as recorded by the registrar in Skyward by the end of the 2018-2019 school year.

Process used to determine goal:

The prior year goal for tardies was not met, so the principal met with the attendance secretary to determine the percentage of students who had unexcused absences during the 2017-2018 school year. Unexcused absences were chosen as our target because we can directly impact this goal by developing stronger home-school communication. We will plan to leverage relationships with families in the future in order to seek feedback and additional strategies to address tardies.

Responsible individual or team:

Administrators, classroom teachers, school attendance secretary(registrar).

Strategy/ies that will be implemented to support goal:

Registrar will report absences to the administrators who will hold meetings with parents of students who have unexcused absences regarding the importance of regular school attendance and communication with school when children need to be absent.

How challenge and rigor will be ensured for all students:

Students who are chronically absent are missing critical instructional opportunities. Decreasing unexcused absences will positively impact student time in the classroom.

How necessary interventions will be determined:

Administrators will work with the BLT to determine interventions; administrators will meet with parents and the Redmond area truancy liaison if necessary.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:

Administrators will meet with the school attendance secretary twice monthly to monitor student attendance.

Discipline SMART Goal:

By the end of the 2018-2019 school year, utilizing the PUMAS school-wide positive behavior intervention structure, office referrals will decrease to fewer than 60.

Process used to determine goal:

Analysis of previous year data, Culture Committee long-term and short-term goal setting.

Responsible individual or team:

Culture Committee, School Counselor, SIT team, Guidance Team, special education teachers, administrators, classroom teachers.

Strategy/ies that will be implemented to support goal:

Specialists meetings to discuss and implement student interventions, Guidance team and SIT, PUMAS binders for Tier 1 support, counselor and administrator meetings with teachers to develop Tier 2 and Tier 3 support plans.

How challenge and rigor will be ensured for all students:

Individual student goals will be developed based on student-specific needs, data will be collected on goal progress, explicit instruction and positive reward systems will be put in place to reinforce target behaviors.

How necessary interventions will be determined:

Student data and teacher input will be used to determine student interventions

Any professional learning needed:

Tier 1 and Tier 2 professional learning sessions during LEAP time facilitated by the counselor and/or outside vendors.

Any resources needed and plans to obtain them:

CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:

Progress will be monitored monthly and shared with the Culture Committee and staff in the winter and spring.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP 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 unexcused absence rate. We will have the CIP available online on the Rosa Parks website.

Timelines and Progress Monitoring Plans:

Presentation in the winter, feedback period from families in the winter through spring.

2018-19 Strategies to inform parents, families and the community in the CIP 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 unexcused absence rate. We will have the CIP available online on the Rosa Parks website.

Timelines and Progress Monitoring Plans:

Presentation in the winter, feedback period from families in the winter through spring.