



Rosa Parks Elementary School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Rosa Parks Elementary School is in Redmond, Washington and is one of thirty-three elementary schools in the Lake Washington School District. We strive every day to live up to the legacy of our namesake, Rosa Parks, by building classroom communities that are inclusive and equitable. It is our goal for every child that they achieve their full academic potential, develop agency and self-advocacy, and explore their identity and the ways in which aspects of their identities intersect. At Rosa Parks Elementary School, our daily reminder to students is to "Do the right thing, even when no one is looking." We recognize that by developing integrity and advocacy skills within our young learners, we are preparing them for a better and brighter future as global citizens.

Mission Statement: *To grow the whole child as a joyful life-long learner within a respectful environment.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		644	659	652	603
Racial Diversity (%)	American Indian/Alaskan Native	0.6%	0.5%	0.5%	0.5%
	Asian	51.4%	56.1%	56.6%	59.4%
	Black/African American	1.9%	2.0%	2.3%	2.5%
	Hispanic/Latino of any race(s)	5.6%	5.2%	5.5%	5.6%
	Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0.2%	0.3%
	Two or more races	5.9%	6.2%	5.4%	5.1%
	White	34.5%	29.9%	29.6%	26.5%
Students Eligible for Free/Reduced Price Meals (%)		3.3%	2.1%	2.0%	1.8%
Students Receiving Special Education Services (%)		8.9%	9.3%	10.1%	10.0%
English Language Learners (%)		13.0%	14.0%	16.1%	18.9%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1															
Priority Area	English Language Arts/Literacy														
Focus Area	Information and Opinion Writing														
Focus Grade Level(s)	Grades 3-5														
Desired Outcome	70% of Grade 3-5 students will score at least three out of four on the evidence/elaboration rubric on the Smarter Balanced Performance Task for Informational Writing by spring, 2022.														
Alignment with District Strategic Initiatives	MTSS														
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment														
Data and Rationale Supporting Focus Area	<p>Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 spring writing performance task was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Writing Type</th> <th colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</th> </tr> <tr> <th>Organization/Purpose</th> <th>Evidence/Elaboration</th> </tr> </thead> <tbody> <tr> <td>Informational</td> <td align="center">49%</td> <td align="center">49%</td> </tr> <tr> <td>Narrative</td> <td align="center">73%</td> <td align="center">72%</td> </tr> <tr> <td>Opinion</td> <td align="center">46%</td> <td align="center">45%</td> </tr> </tbody> </table> <p>Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.</p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	49%	49%	Narrative	73%	72%	Opinion	46%	45%
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	All grade levels (K-5) collaborate to ensure alignment and share teaching strategies for elaboration/evidence within writing units designed by Teaching and Learning Department.	% of teachers that access and align writing curriculum.
	3 rd -5 th grade teams identify critical lesson components from applicable writing units to focus on for the upcoming school year.	Lesson components identified for 3 rd -5 th grades.
	3 rd -5 th grade teams develop a pre and post assessment plan using the On-Demand Writing Assessments paired with the Information and Opinion units.	Instructional plan completed.
	Cross-curricular evidence-based explanations in science and mathematics content areas (K-5).	Cross-curricular writing opportunities are identified and applied for all grade levels.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Teachers will monitor student progress by analyzing student work using our district informational and opinion writing rubrics.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s)	K-5 multilingual learners	
Desired Outcome	85% of students who qualify as multilingual learners will score low or minimal risk on the district adopted screening assessment by the spring assessment window, 2023.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment	
Data and Rationale Supporting Focus Area	In the fall of 2021, 70% of students identified as multilingual learners scored low or minimal risk in grades kindergarten through grade 5.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Safety Net and multilingual learner teachers will use a combination of push-in and pull-out service delivery models to provide supplemental instruction to students.	Instructional plan completed.
	SIOP strategies will be utilized school-wide.	Teacher reflection around SIOP strategies and teacher self-assessments will be used periodically throughout the year.
	ML teachers will conduct progress monitoring for EL students, analyze areas for growth and collaborate with classroom teachers to refine small group instruction as needed.	PLC and PGE logs.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	General education and multilingual learner teachers will monitor progress using the district adopted universal screeners and progress monitoring data.	

Priority #3

Priority Area	Social and Emotional														
Focus Area	Self-Regulation														
Focus Grade Level(s)	Grades K-5														
Desired Outcome	75% of all students will be able to regulate their emotions according to teacher observation and self-perception data as recorded by teacher-created rubrics and Panorama survey data by Spring, 2023.														
Alignment with District Strategic Initiatives	MTSS														
Alignment with Characteristics of Effective Schools	Supportive Learning Environment														
Data and Rationale Supporting Focus Area	<p>At the end of the 2018-2019 school year, 54% of students responded favorably on the Panorama survey when prompted to rate their ability to regulate their emotions. At the beginning of the 2018-2019 school year, 48% of students responded favorably to the same survey questions, representing growth of 6% over the year. With focused, strategic, and school-wide instruction, we believe we can significantly increase students' abilities to self-regulate their emotions.</p> <p>We have also noticed that students are coming into kindergarten less ready for kindergarten socially and emotionally according to the TSGold assessment.</p> <p>Social Emotionally K-Ready?</p> <table border="1"> <thead> <tr> <th>Ready?</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>36%</td> <td>46%</td> <td>49%</td> </tr> <tr> <td>Y</td> <td>64%</td> <td>54%</td> <td>51%</td> </tr> </tbody> </table>			Ready?	2016-2017	2017-2018	2018-2019	N	36%	46%	49%	Y	64%	54%	51%
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	curriculum for character development.	PUMAS lesson plans and Character Strong units.
	Counselor lessons about mindfulness.	
Timeline for Focus	Fall, 2019 - Spring, 2023	
Method(s) to Monitor Progress	Panorama survey data, teacher observations, TSGold assessment, GT and SIT team referral data.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Family-School relationships survey	November 2021
	Equity team participation	Ongoing 2021
	Panorama student survey	November 2021
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School newsletter	Monthly through 2022
	PTSA meetings	Monthly through 2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>