

Rosa Parks Elementary
School Improvement Plan
Annual Update: 2022-23

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.*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	3-5	
2	Literacy	K-5 ML	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, 2026.
3	Social/ Emotional	K-5	78% 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 2026.

¹ LWSD School Board Approval on <insert date>

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	Mathematics	
Focus Area	Numbers and Operations	
Focus Grade Level(s) and/or Student Group(s)	2-5 grade students who receive special education services	
Desired Outcome	By Spring 2023, 80% of students who receive special education support will be low or minimal risk on the district adopted mathematics universal screener.	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	In the fall of 2022, 64% of students receiving special education services are minimal or low risk on the FastBridge mathematics screener.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will receive core mathematics instruction in their general education classroom	Special education schedule
	Students will receive supplemental (Tier II) support in addition to universal instruction and special education services	Classroom progress monitoring data
	Professional learning for general education teachers to use TIES center research and learning progression CCSS to increase/decrease complexity to teach grade level standards	PLC meeting records, lesson plans
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	District adopted universal screener, CMB, district adopted mathematics unit assessments	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s) and/or Student Group(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, 2026.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	63% of students identified as ML in K-2 and 59% of students identified as ML in grades 3-5 are currently low or minimal risk on the district adopted screening assessment.	
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 Tier II intervention.	Progress monitoring data
	SIOP strategies will be utilized school-wide	Teacher reflection on SIOP strategy implementation and periodic teacher self-assessments
	ML teachers will conduct progress monitoring for ML students, analyze areas for growth and collaborate with classroom teachers to refine small group instruction as needed	PGE and PLC logs
Timeline for Focus	Fall, 2022 - Spring, 2026	
Method(s) to Monitor Progress	FastBridge screening and progress monitoring, CMB	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Self-Regulation	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	78% 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 2026.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	At the beginning of the 2022-2023 school year, 52% of students responded favorably on the Panorama survey when prompted to rate their ability to regulate their emotions. This overall percentage is lower than the beginning of the 2018-2019 school year at 54%. With focused, strategic, and school-wide instruction, we believe we can significantly increase students' abilities to self-regulate their emotions.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	School-wide adoption of the Zones of Regulation.	% of teachers who have completed the scope and sequence of the Zones curriculum.
	Teach the Zones and strategies for getting back to the "Green Zone." School-wide implementation of calming corner with calming tools box.	Instructional plan completed % of teachers who have completed the scope and sequence of the Zones curriculum.
	Student support teams will identify additional strategies for students who qualify for special education support.	SIT and GT meeting notes.
	Teach PUMAS expectations in conjunction with Character Strong curriculum for character development.	% of teachers who have completed the scope and sequence of the PUMAS lesson plans and Character Strong units.
	Counselor lessons about self-regulation and small groups working on social skills.	BEISY Screener as well as pre and post group teacher observations.
	Timeline for Focus	Fall, 2022 - Spring, 2026
Method(s) to Monitor Progress	Panorama survey data, teacher observations, GT and SIT team referral data, BEISY screener data	

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.

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.² 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 relationship survey	January 2022
	Equity team participation	Ongoing 2022
	Panorama student survey data	November 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School newsletter	Monthly, 2022-23 SY
	PTSA meetings	Monthly, 2022-23 SY

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>