

Rosa Parks Elementary School Improvement Plan Annual Update: 2023-2024

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 opened its doors to the community in 2006. Our school sits in a small suburban community outside of Redmond, Washington. In 2021 Rosa Parks Elementary School won the National Blue-Ribbon Award standing as a testament to our community’s commitment to strong and equitable academic outcomes. The students from Rosa Parks Elementary will advance to attend Timberline Middle School and then progress to Redmond High School. These schools can look forward to bright students who will be ready participants to engage in their school community, advance their own learning, all while supporting and lifting those around them. In the words of Rosa Parks, we believe that “each person must live their life as a model for others.” We are proud to be Rosa Parks **PUMAS**. We live each day with a **Positive** attitude, show **Understanding** and caring toward others and ourselves, **Make** positive choices, **Always** do our best to grow, and are **Safe**. At Rosa Parks we believe that every student should be happy and proud of their accomplishments. We strive every day to live up to the legacy of our namesake, Rosa Parks, by building classroom communities that are inclusive and equitable. As a staff and community of educated, experienced and dedicated stakeholders, we fully support and believe in the district-wide initiative; all means all.

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

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	K-5	70% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Mathematics screener Group Growth Report by Spring 2026.
2	Literacy	K-5	75% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Reading screener Group Growth Report by Spring 2026.
3	Social/ Emotional	K-5	78% of all students will be able to regulate their emotions according to self-perception data as recorded by the Panorama survey data (grades 3-5) and through teacher data from the BEISY screener (K-5) 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)	K-5 students	
Desired Outcome	70% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Mathematics screener by Spring 2026.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Data: In the period from Fall 2022-Spring 2023, the mean by grade for students measuring typical or aggressive growth for the school was 57%. Typical growth is defined as falling in the 40th to 75th percentile and aggressive growth is defined as 75th percentile or higher. This measure is produced by the Group Growth Report, measuring Fall to Spring, based on comparing student’s median growth rate to median growth rate of students in the same grade nationally who started at the same score.</p> <p>Rationale: We want all students to grow in their learning. By measuring growth rate, we can monitor the progress of both students who are already achieving at high levels and need challenge as well as students who need support and intervention to meet benchmarks ensuring that students are making personal progress in their learning wherever they begin on the continuum. A growth measure is an important indicator of meeting the needs of all students.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All students will receive core mathematics instruction in their general education classroom. Some students who qualify will receive additional math instruction through Special Education services.	Master schedule and Special Education schedules
	Classroom teachers will provide supplemental intervention support (Tier II) through intervention block time and small group strategies for students who demonstrate need as well as differentiated learning for students demonstrating readiness for challenge.	Classroom and curriculum-based measures. Monitoring use of intervention block time.

	<p>Professional learning for general education teachers around access points to increase/decrease complexity to teach grade level standards, UDL strategies, and collaboration with special education teachers will increase growth for students accessing special education services.</p>	<p>PLC meeting records, lesson plans</p>
<p>Timeline for Focus</p>	<p>Fall 2023 - Spring 2026</p>	
<p>Method(s) to Monitor Progress</p>	<p>District adopted FastBridge universal screener, CBMs, district adopted mathematics unit assessments</p>	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	75% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Reading screener Group Growth Report by Spring 2026.	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	<p>Data: In the period from Fall 2022-Spring 2023, the mean by grade level for students measuring typical or aggressive growth for the school was 67%. Typical growth is defined as falling in the 40th to 75th percentile and aggressive growth is defined as 75th percentile or higher. This measure is produced by the Group Growth Report, measuring Fall to Spring, based on comparing student’s median growth rate to median growth rate of students in the same grade nationally who started at the same score.</p> <p>Rationale: We want all students to grow in their learning. By measuring growth rate, we can monitor the progress of both students who are already achieving at high levels and need challenge as well as students who need support and intervention to meet benchmarks ensuring that students are making personal progress in their learning wherever they begin on the continuum. A growth measure is an important indicator of meeting the needs of all students.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All students will participate in differentiated small group instruction in their classroom with their teacher. Classroom teachers will hold small reading groups daily. Frequency of student attendance in small reading groups will be determined based on need, but all students will receive small group instruction (Tier I). Small group instruction can provide differentiated learning intervention and/or challenge.	Teacher monitoring of student progress using classroom and curriculum-based measures
	Master schedule has built in time for both whole group and small group reading time for each grade.	Fidelity of implementing master schedule.
	All students will participate in core instruction in their general	Fidelity of implementing master schedule.

	<p>education classroom. Intervention and special education services will be delivered on a schedule that preserves time in general education core learning.</p>	
	<p>Professional learning for general education teachers around access points to increase/decrease complexity to teach grade level standards, UDL strategies, and collaboration with special education teachers will increase growth for students accessing special education services.</p>	<p>PLC meeting records, lesson plans</p>
	<p>Safety Net and Multi-lingual teachers will provide additional intervention support for students who qualify.</p>	<p>CBMs and FastBridge progress monitoring</p>
	<p>Fall 2023 and ongoing-professional learning for teachers around small group instruction and intervention strategies for 3-5 teachers to use with students. K-2 teachers Core Reading training for any teachers who haven't already been trained.</p>	<p>Implementation of daily small group learning.</p>
<p>Timeline for Focus</p>	<p>Fall 2023 - Spring 2026</p>	
<p>Method(s) to Monitor Progress</p>	<p>FastBridge screening and progress monitoring CBMs, classroom based and curriculum measures.</p>	

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 self-perception data as recorded by the Panorama survey data (grades 3-5) and through teacher data from the BEISY screener (K-5) 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 are using Zones in classroom.
	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 calm down corners.
	Student support teams will identify additional strategies for students who need intervention.	MTSS notes and Guidance Team 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.
	Collect street data about students' self-regulation and sense of belonging through interviews and use to design targeted lessons to support students.	Student interview responses used to adjust curriculum.
Timeline for Focus	Fall 2022 - Spring 2026	
Method(s) to Monitor Progress	Panorama survey data, GT and MTSS 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-SIP input survey	November 2023
	Family Perception survey	Spring 2024
	Equity team participation	Ongoing 2022
	Panorama student survey data	October 2023/Spring 2024
	Parent Advisory Group for families accessing Special Education Services	Monthly starting Sept 2023
	Ongoing meetings with PTSA leadership	Monthly starting Sept 2023
Strategy to Inform Students, Families, Parents and	Action	Timeline
	School newsletter	Weekly Puma Press
	PTSA meetings	Ongoing

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

Community Members of the SIP	Special Education Parent Newsletter	Quarterly beginning 2023-2024
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