

# Rosa Parks Elementary

## School Improvement Plan

### Annual Update: 2025-26

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Rosa Parks currently has 425 students in grades K-5. Rosa Parks Elementary School opened its doors to the community in Fall 2006 and next year will be celebrating its 20<sup>th</sup> anniversary. 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 Respectful** and **Responsible 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: Exceptional Experiences for All Learners.

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

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	<b>Mathematics</b>	<b>K-5</b>	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	<b>Literacy</b>	<b>K-5</b>	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	<b>Social/ Emotional</b>	<b>K-5</b>	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.

<sup>1</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 students	
<b>Focus Area</b>	Numbers and Operations	
<b>Desired Outcome</b>	70% of students will show typical or aggressive growth from Fall to Spring as measured by the FastBridge Mathematics screener by Spring 2026.	
<b>Current Data Supporting Focus Area</b>	<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 40<sup>th</sup> to 75<sup>th</sup> percentile, and aggressive growth is defined as 75<sup>th</sup> percentile or higher based on FastBridge. This measure is produced by the Group Growth Report, measuring Fall to Spring, based on comparing students' median growth rate to median growth rate of students in the same grade nationally who started at the same score.</p> <p>Update: In the Fall 2023-Spring 2024 period, the mean by grade for students measuring typical or aggressive growth for the school was 55%.</p> <p>Update in Fall 2024-Spring 2025, the mean by grade for students measuring typical or aggressive growth for the school was 52%. We are struggling with this goal. While the achievement rate on FastBridge for our school remains high with 85% of students meeting or exceeding expected scores on the assessment, growth with this tool is a challenge. It's important to note that Classroom-based measures show higher growth. There is some doubt in the FastBridge measurement tool among staff.</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. We are a high achieving school, and most students are meeting expected standards, but we want them to make a year's growth even if they are already at standard.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All students will receive core mathematics instruction in their general education classroom. Some	Master schedule and Special Education schedules

	students who qualify will receive additional math instruction through Special Education services.	
	Classroom teachers or Instructional Assistants (IAs) under the direction of 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
	Teachers will use lesson checks for understanding, called “cool downs” to determine instructional and reteaching needs and to provide targeted feedback to students.	% of teachers using cool downs to direct instruction and provide feedback to students
	Teachers will use pre-assessments to determine student needs prior to each unit and use this information to target learning needs.	% of teachers using a pre-assessment in the classroom
	Teachers are engaging in Professional Learning Communities (PLCs) to do targeted cycles of inquiry in literacy and/or math.	% of teachers completing cycles of inquiry
	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.	PLC meeting records, lesson plans
	Teachers will use IM center activities and/or math games to help engage students in math content and provide additional practice with math concepts .	% of teachers using center materials and/or math games to provide additional opportunities for students to practice
	Teachers will devote recommended classroom time to Dreambox adaptive math software for student use.	% of students meeting recommended minutes for program
	Teachers will increase the use of small group structures in mathematics to target needed skills for growth for students.	% of teachers building in small group time in math.

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>In their classroom newsletters, teachers will share math learning targets for each Illustrative Mathematics (IM) Unit, the family connection letter for each unit, as well as send strategies and resources to support math learning at home. They will also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p> <p>Increased communication about student goals and student growth progress.</p>
<b>Timeline for Focus</b>	Fall 2023 - Spring 2026
<b>Method(s) to Monitor Progress</b>	District adopted FastBridge universal screener, CBMs, district adopted mathematics unit assessments.

<b>Priority #2</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5
<b>Focus Area</b>	Reading
<b>Desired Outcome</b>	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.
<b>Current Data Supporting Focus Area</b>	<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 40<sup>th</sup> to 75<sup>th</sup> percentile and aggressive growth is defined as 75<sup>th</sup> percentile or higher on FastBridge. 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>Update: In the Fall 2023-Spring 2024 period, the mean by grade for students measuring typical or aggressive growth for the school was 54%.</p> <p>Update: In the Fall 2024-Spring 2025 period, the mean by grade for students measuring typical or aggressive growth for the school was 56%. We are struggling with this goal. While the achievement rate on FastBridge for our school remains high with 87% of students meeting or exceeding expected scores on the assessment, growth with this tool is a challenge. We've made small progress since last year. It's important to note that Classroom-based measures show higher growth. There is some doubt about the FastBridge measurement tool among staff.</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. We are a high achieving school, and most students are meeting expected standards, but we want them to make a year's growth even if they are already at standard.</p>	
<p><b>Strategy to Address Priority</b></p>	<p><b>Action</b></p>	<p><b>Measure of Fidelity of Implementation</b></p>
	<p>All students will participate in differentiated small group instruction in their classroom with their teacher.</p> <p>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 will provide differentiated learning intervention and/or challenge.</p>	<p>Teacher monitoring of student progress using classroom and curriculum-based measures</p>
	<p>Teachers will use data to target foundational skills gaps and address these during small group instruction.</p>	<p>Student screening data with Fastbridge and Classroom-based measures</p>
	<p>All students in grades K-2 will receive foundational phonemic awareness instruction as a whole class using Heggerty curriculum. All students in grades K-2 will receive systematic phonics foundational instruction in small groups using UFli Curriculum. Students in grade 3-5 who continue to need intervention will do phonics work using Bridge the Gap resources.</p>	<p>100% of staff implementing curriculum</p>
	<p>Safety Net Teachers will collaborate with K-2 classroom teachers to fully implement UFli Curriculum.</p>	<p>100% of staff implementing curriculum</p>
	<p>Master schedule has built in time for both whole group and small group reading time for each grade.</p>	<p>Fidelity of implementing master schedule</p>
	<p>All students will participate in core instruction in their general education classroom. Intervention</p>	<p>Fidelity of implementing master schedule</p>

	and special education services will be delivered on a schedule that preserves time in general education core learning.	
	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.	PLC meeting records, lesson plans
	Safety Net and Multi-lingual teachers will provide additional intervention support for students who qualify.	CBMs and FastBridge progress monitoring
	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. By fall 2025-all K-2 teachers will have been trained in UFLi implementation.	Implementation of daily small group learning
	Instructional Assistants will provide supplemental small group and individual support at the direction of the teacher for some students.	Teacher monitoring of student progress using classroom and curriculum-based measures
	Teachers are engaging in Professional Learning Communities (PLCs) to do targeted cycles of inquiry in literacy, math, and or SEL.	% of teachers completing cycles of inquiry
	Teachers will devote recommended classroom time to Lexia adaptive reading software for student use.	% of students meeting recommended minutes for program
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>In their classroom newsletters, teachers will share literacy learning targets, send home phonics/phonemic awareness/vocabulary skills being worked on, send the Building Readers Newsletters once per month, as well as send strategies and resources to support literacy learning at home. They will also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent</p>	

	<p>participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p> <p>Increased communication about student goals and student growth progress.</p>
<b>Timeline for Focus</b>	Fall 2023 - Spring 2026
<b>Method(s) to Monitor Progress</b>	FastBridge screening and progress monitoring CBMs, classroom based and curriculum measures.

<b>Priority #3</b>					
<b>Priority Area</b>	Social Emotional Learning				
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5				
<b>Focus Area</b>	Self-regulation				
<b>Desired Outcome</b>	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.				
<b>Current Data Supporting Focus Area</b>	<p>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.</p> <p>2023-2024 update: In Spring 2024, 58% of students who took the Panorama survey responded favorably when prompted to rate their ability to regulate their emotions.</p> <p>Fall 2024 BEISY data: On the BEISY screener, teachers indicated 15% of students at risk for Externalizing Behaviors and 10% at risk for internalizing behaviors, suggesting 85% and 90% respectively are meeting SEL expectations.</p> <p>Fall 2025 Update: On the Fall BEISY screener, teachers indicated 10% of students at risk for Externalizing Behaviors and 7.7% at risk for internalizing behaviors, suggesting 90% and 92.3% respectively are meeting SEL expectations. By this measure, we are meeting this goal. On the Fall Panorama, students self reported 57% favorably when prompted to rate their ability to regulate their emotions. Students consistently rate themselves lower than staff.</p>				
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>School-wide adoption of the Zones of Regulation.</td> <td>% of teachers who are using Zones in classroom</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	School-wide adoption of the Zones of Regulation.	% of teachers who are using Zones in classroom
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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
Scheduled supervision in the motor lab for regulation/movement breaks for students identified as needing this support.	Schedule/# of students utilizing the motor lab
Character Strong curriculum for character development.	% of teachers who have completed Character Strong units
Tier 1 committee implemented a re-refresh of PUMAS expectation lesson plans with videos and modeling. Recess Expectations were explicitly taught to all students.	Staff survey of use
Counselor lessons about self-regulation and small groups working on social skills.	BEISY Screener as well as pre and post group teacher observations.
Universal visuals in classrooms of zones, Character Strong, and counselor lessons like Kelso's Choices.	# of classrooms with SEL visuals.
Teacher modeling of self-regulation strategies. 'Think aloud' when using strategies. Also utilizing teachable moments in class.	Staff self-reflection & sharing
Positive specific praise & feedback to students when using self-regulation strategies (PUMAS tickets).	Staff self-reflection & sharing
Utilizing SEL books in partnership with the school librarian.	Ongoing list for staff to reference to use books to target specific SEL areas in their classrooms.
Professional learning for Instructional Assistants relating to behavior, asset-based language, and verbal de-escalation strategies.	Observation of IA use of strategies at recess and lunch
Kindergarten and Counselor PLC cycle of inquiry around Self-regulation targeting the early building of these skills and connecting this learning to social studies curriculum.	Results of student growth at completion of cycle of inquiry
Specialists consistently doing a closure activity related to PUMAS	100% of specialists completing at end of each class.

	expectations and class self-reflection.	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Teachers and counselor will communicate what Character Strong and SEL Skills are being taught in class lessons. Teachers and the school will communicate about goals and challenges in newsletters to families, seeking volunteers for recess and classroom support, etc. They will also engage families through twice-a-year conferences and individual communications with families as needed.</p> <p>Schoolwide communications will occur through the weekly Puma Press newsletter, an annual family feedback survey, and well as parent participation on school committees (Equity, Safety, Special Education Advisory, etc...). We also work closely and collaboratively with our PTSA.</p>	
<b>Timeline for Focus</b>	Fall 2022 - Spring 2026	
<b>Method(s) to Monitor Progress</b>	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.