



## Shoreline School District 2020-2021 School Improvement Plan

School: Parkwood Elementary School

Principal: Ann Torres

Date: October 2020

### DISTRICT MISSION

The mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

### VISION FOR STUDENT LEARNERS

Shoreline School District will support **all students** in becoming...

- Persistent
- Effective Communicators
- Growth Oriented
- Critical Thinkers
- Empathetic
- Creative
- Global Citizens
- Knowledgeable
- Collaborative

### SHARED BELIEFS

#### **All students can achieve**

All students can grow to reach their academic and personal excellence.

#### **Equitable access to rigorous learning is essential**

All students will be provided with equitable instruction, access to innovative programs, and necessary supports for success.

#### **Diversity makes our community stronger**

We view diversity as an asset. Fostering an environment of dignity and respect, all individuals, opinions, and contributions are valued.

#### **Curiosity sparks creativity and innovation**

Students will be encouraged to generate questions, explore topics of interest, and engage in inquiry to develop new ideas and novel ways of thinking.

#### **Respect, empathy, and collaboration are at the core of community**

Students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable them to work collaboratively. Students will understand their role and responsibilities in our local and global community.

## INSTRUCTIONAL STRATEGIC DIRECTIONS

We will design and implement systems of learning that honor individual student goals and dreams, while building college and career readiness in an environment that supports social, emotional, and physical well-being.

- Support a **culture of ongoing learning and growth**.
- Embrace **equity and diversity**.
- **Know our students** and meet their social, emotional, and academic needs.
- Foster students' ability to develop **academic, life, and career skills**.
- Teach in ways that are **relevant, engaging, innovative, student-driven, and rigorous**.

## 2019-2020 DISTRICT STRATEGIC FOCUS

Vision for Student Learners

Student Centered Instruction

Culturally Responsive Practices

## KEY ORGANIZATIONAL DRIVERS

The Organizational Drivers are used to intentionally develop supports and structures needed to create a comprehensive school improvement model.

### ***Teaching and Learning***

ISD #5. "Teach in ways that are relevant, engaging, innovative, student driven and rigorous." Knowledgeable, skilled staff use multiple approaches to teaching, learning and, matching service with need. All students are actively engaged in challenging and relevant learning.

### ***Leadership and Organization***

Developing capacity and opportunity for staff to be engaged in meaningful leadership. Creating purposeful intentional structures to support student success and reflect best practices.

### ***Professional Learning***

ISD #1 "Support a culture on ongoing learning and growth." Plan and provide professional learning designed to increase educator effectiveness through the development of the knowledge, skills, practices and dispositions needed to help all students perform at a high level.

### ***Culture and Community***

A building's culture dictates its collective personality. Create and sustain an atmosphere and system that is inviting, safe, inclusive, and supportive and encourages risk taking.



### Section 1: School Vision / Mission

**Our Mission:** Through our core values of Academic Excellence, Community, Collaboration and Respect for Human Differences, Parkwood Elementary School inspires and prepares students to reach their highest potential and live empowered, successful and compassionate lives.

**Academic Excellence:** Parkwood students meet or exceed key grade level benchmarks, meet their individual learning goals, and achieve high academic growth. Using systematic, standards-based, data-driven approaches, all staff share the collective responsibility for all students' achievement. We teach beyond core content and skills to enable our students to be ambitious, self-directed learners who think critically, communicate effectively, and take ownership of their own learning. Students leaving Parkwood enter middle school academically and technologically ready to continue their education towards a future full of college and career possibilities.

**Community:** Parkwood is a diverse, interdependent, inclusive environment united around our core values of Community, Collaboration, Academic Excellence, and Respect for Human Differences. We balance a strong, organized identity with openness to change. We welcome new people and ideas with respect, responsibility, safety, and kindness. We work to build relationships that support our visions. We hold ourselves accountable to build and maintain a reflective, supportive and positive school. At Parkwood, students, staff and families thrive in an environment where all are valued and given the support needed to achieve their highest potential.

**Collaboration:** Parkwood is a community that shares responsibility for family, staff, and student growth and success. We work together toward common goals while communicating honestly and solving problems together. Because we are motivated by our school's accomplishments instead of our individual gains, we freely share resources and help our community succeed. We listen to each other and ask careful questions to plan and create in productive, accountable teams. Based on a foundation of trust and a united mission, Parkwood is a successful, effective community that serves as a model of collaboration for other schools.

**Respect for Human Differences:** Parkwood is a diverse school that values the richness, complexity and depth of people's lives and experiences. We actively work to make our community inclusive and safe. We acknowledge our differences while sharing our common humanity. We counter bullying and intolerance with respect and kindness. Working together as a collaborative team, the Parkwood community infuses intentional acceptance, appreciation and equity into our work, play, and shared visions for the future.



### Section 2A: Review of School Data from 2019-2020

#### **Data & Information -Performance Indicators & Participation Information (provided by the district – located in Appendix)**

\*\*\*\* Secondary will have specific data  
\*\*\*\* Elementary will have specific data

Parkwood's overall attendance rate improved by nearly 4% when comparing the 2019-2020 school year to the 2018-2019 school year. Our absence rate is lower than the district average: Parkwood students attend school at a higher rate than other schools in Shoreline. This is attributed to deliberate and targeted attendance supports and interventions as well as a positive, inclusive school environment. In 2019-2020, 95.74% of Parkwood had an attendance rate of 90% or higher. This is 8.5% higher than the district average.

Due to early school facility closure and the suspension of end of year testing, 2019-2020 assessment data from the SBAC is not available. However, when analyzing achievement trends and patterns disaggregated by race, Parkwood's performance levels on the SBA provide cause for celebration. Our 5<sup>th</sup> and 6<sup>th</sup> grade SBA data (2018) matched or exceeded Shoreline averages in Mathematics and English Language Arts by 4-5% when measuring performance level as a cohort of students at Parkwood Elementary compared to all other elementary schools. Our third and fourth grade scores are just slightly below the performance level of students compared to all other elementary schools in the areas of math and English language arts. Statistically speaking, Parkwood's demographics would strongly predict significantly lower performance outcomes attributed to race (well over 50% of Parkwood students identify as students of color), economics (Parkwood is a Title 1 school with relatively high numbers of students who qualify for free/reduced price meals and/or services for homeless or highly mobile students), and English proficiency (approximately 20% of Parkwood students are actively receiving services for students learning English, while approximately 30% of our students' families speak a primary language other than English). Additionally, our annual trends show that the achievement of students who identify as Black/African American, two or more races, and Asian exceed the other race counterparts in all grade levels. This is a testament to Parkwood's deliberate efforts to close the race and equity achievement gaps.

## Section 2B: Review of School Information from 2019-2020

**Our Mission:** Through our core values of Academic Excellence, Community, Collaboration and Respect for Human Differences, Parkwood Elementary School inspires and prepares students to reach their highest potential and live empowered, successful and compassionate lives.

**About Parkwood:** Parkwood Elementary is one of the most racially, ethnically, economically and linguistically diverse schools in the Shoreline School District. In 2019-2020, approximately 37% of Parkwood's 455 students qualified for free or reduced lunch; 30% of its students spoke a language other than English at home and 18% qualified for special education services. While some districts view these demographics as difficulties, Parkwood enthusiastically celebrates our diversity. Staff is committed to student success and it shows: in recent years, we have won multiple state awards for academic excellence.

- **2007:** Washington State Title 1 Improvement Award
- **2010:** Washington State Title 1 Improvement Award *and* the Washington State Achievement Award for Overall Excellence *and* the Washington State Achievement Award for Closing the Achievement Gap
- **2011:** Washington State Title 1 Improvement Award *and* the Washington State Achievement Award for Overall Excellence *and* the Washington State Achievement Award for Closing the Achievement Gap
- **2012:** Washington State Achievement Award for Closing the Achievement Gap *and* the Washington State Achievement Award for Elementary Science
- **2014 & 2015:** Washington State Achievement Award for High Progress
- **2016:** Washington State Title 1 Award for Exceeding Performance *and* Washington State Title 1 Distinguished School *and* Washington State Title 1 Award for Academic Excellence and Washington State Academic Achievement Awards for Mathematics *and* Overall Excellence
- **2018:** Washington State Recognized School for High Achievement in Math and SQSS Measures *\*Parkwood was the only school in Shoreline receive recognition in this inaugural year of Washington's revised state education award program.*

In addition to our strong academics, Parkwood is proud of our "blending" program, a district-wide magnet opportunity that serves as a model of inclusive special education. Parkwood enthusiastically serves students impacted by a variety of abilities. Students in this specialized program regularly blend with their general education peers for approximately 20-40% of their school day. Blending occurs during field trips, lunch, music, recess, PE, art, science, social studies, math and other academic subjects.

### Section 3: Reflection of 2019-2020

- School Strengths:** Despite unexpected pandemic impacts, Parkwood had significant, measurable successes in the 2019-2020 school year:
- We celebrated our move into our beautiful new building! Despite some construction delays, our staff, students and community embraced a school designed around our core values. Highlights include classrooms configured to integrate *all* students regardless of differentiated learning abilities or needs, fully accessible playgrounds and common areas, and secure access points to ensure student and staff safety.
  - Our collaborative, student-centered work was honored by the Center for Educational Excellence. Parkwood was recognized as being one of the highest performing schools for academic performance by students of color and students who qualify for low-income supports (in the top 32 of 2,100 elementary schools in Washington state).
  - We were the only school in Washington state to be selected as a Symetra MVP Award recipient. This award was received in recognition for our ongoing and continued work to reach equitable outcomes for our Black and Brown students, and will support this year's Teaching and Learning School Improvement goal.
  - 95% of our students had an attendance rate of 90% or greater, and our 5<sup>th</sup> and 6<sup>th</sup> grade SBA data (2018) matched or exceeded Shoreline averages. This is significant, as our student demographics statistically speaking, predict decreased achievement outcomes. Our 3<sup>rd</sup> and 4<sup>th</sup> grade students achieved just slightly lower SBA passing rates when compared to their Shoreline peers as a whole.
  - Parkwood continues to embrace strong, data-based, student-centered culture of learning. We deeply adhere to a school-wide commitment to all students, including those traditionally underserved by standard K-12 programs. Parkwood staff believe that "all students are everyone's students," and "everyone" includes all staff ranging from all classified staff to the principal to classroom teachers and instructional specialists.

**School Challenges / Gaps:** As is true for other schools, Parkwood made unexpected, pandemic-driven pivots beginning in March, 2020. These impacts were especially profound for our community, given the relatively high proportion of our students who qualify for special education services (18.4%), are experiencing poverty and qualify for free or reduced-price school meals (37%), and qualify for McKinney-Vento/highly mobile supports (6.6%). Our school worked tirelessly to remained in contact - through academic engagement and/or supportive help from our family advocate, counselor, or other staff members - with each of our students.

Section 4: School Plan for Improvement in 2020-2021

Teaching and Learning Improvement Goals

Priority Goals (Teaching & Learning)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<ol style="list-style-type: none"> <li>1. Integrate inclusive classroom and instructional materials that reflect the racial identities of our student body.</li> <li>2. Use the Danielson Framework for Teaching and Washington State Student Growth Rubric and tools to identify, plan for, and strategically support sub groups of students that traditionally do not meet achievement targets as established by OSPI.</li> </ol> <p><i>*Each of Parkwood's 2020-2021 School Improvement Plan goals is intentionally grounded in improving outcomes for our students and communities of color, which represent 58% of our student body.</i></p>	<p><b>Strategic Direction #2:</b> Embrace equity and diversity.</p> <p><b>Strategic Direction #3:</b> Know our students and meet their social, emotional, and academic needs.</p>	<ol style="list-style-type: none"> <li>1. Using standard prompts and guiding questions developed by Parkwood's Race &amp; Equity Team, classroom-based staff will identify texts and materials that feature positive reflections of Black and Brown children and families. Texts will be purchased using donated funds from the 2020 Symetra MVP "I See Me" grant awarded to Parkwood.</li> <li>2. Teachers will engage in a school-wide student growth effort that strategically targets students needing extra support, provide this support, and measure common expected outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of collaboratively developed book and resource list; purchase and integration of materials.</li> <li>2. Grade-level developed plans to integrate materials and books into classroom instruction.</li> <li>3. Production and implementation of small group student growth goals (Danielson 3.1) that prioritize students who traditionally do not meet achievement targets.</li> </ol>



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Leadership and Organization Improvement Goals			
Priority Goals (Leadership & Organization)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>Through the integration of school-wide Race &amp; Equity Agreements, Parkwood staff will become community leaders in the following anti-racism efforts:</p> <ol style="list-style-type: none"> <li>1. Learning about students and families instead of applying racial and cultural stereotypes and assumptions;</li> <li>2. Actively interrupting race-based stereotypes, slurs, and put-downs;</li> <li>3. Working to undo personal biases and prejudices and helping others do the same.</li> </ol> <p><i>*Each of Parkwood's 2020-2021 School Improvement Plan goals is intentionally grounded in improving outcomes for our students and communities of color, which represent 58% of our student body.</i></p>	<p><b>Strategic Direction #1:</b> Support a culture of ongoing learning and growth.</p> <p><b>Strategic Direction #2:</b> Embrace equity and diversity.</p> <p><b>Strategic Direction #3:</b> Know our students and meet their social, emotional, and academic needs.</p>	<ol style="list-style-type: none"> <li>1. Publish Parkwood's Race &amp; Equity Agreements for staff and stakeholders.</li> <li>2. Integrate Agreements into staff selection and hiring process.</li> <li>3. Provide continued professional development and training to staff regarding Courageous Conversations, including strategies for interrupting assumptions, stereotypes, and prejudices amongst colleagues and community members.</li> <li>4. School-wide emphasis on Danielson Framework for Teaching component 1b: Demonstrating Knowledge of Students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased staff skills and fluency in Parkwood's Race &amp; Equity Agreements as measured by November and June self-reflections.</li> <li>2. Universal staff ability to concretely identify ways in which they are each demonstrating knowledge of their students, including how race and culture impact their learning.</li> </ol>



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Professional Learning Improvement Goals			
Priority Goals (Professional Learning)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>Increase staff knowledge and understanding of racism and discrimination, how they affect students' academic and social-emotional learning, and systematically apply this knowledge to improve outcomes. Staff learning will happen through formal measures (book study and self-assessment/internal audit) and community feedback forums.</p> <p><i>*Each of Parkwood's 2020-2021 School Improvement Plan goals is intentionally grounded in improving outcomes for our students and communities of color, which represent 58% of our student body.</i></p>	<p><b>Strategic Direction #1:</b> Support a culture of ongoing learning and growth (amongst our staff).</p> <p><b>Strategic Direction #2:</b> Embrace equity and diversity.</p>	<ol style="list-style-type: none"> <li>1. Implement year-long book study of <u>What Does it Mean to Be White?</u> by Robin DiAngelo for 20 certificated and classified staffmembers.</li> <li>2. Conduct self-assessment to determine an area of improvement towards racially and culturally inclusive and equitable practices. Develop an action plan for improvement.</li> <li>3. Conduct community-specific feedback forums prioritizing the voices/needs of communities of color; specifically our Latinx and East African communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Book study completion and staff reflection, including collecting data as to how the text impacted professional growth and practices. Target/scheduled completion date for book study is June 7<sup>th</sup>.</li> <li>2. Completion of school self-assessment/internal audit and production of action plan for completion by June, 2021.</li> <li>3. Hold community forums for Latinx and East African communities; identify at least one measurable goal for each, develop co-designed action and implementation plan for completion by June, 2022.</li> </ol>

Culture and Community Improvement Goals			
Priority Goals (Culture & Community)	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<ol style="list-style-type: none"> <li>Broaden community stakeholder groups' understanding of systemic racial injustice and privilege.</li> <li>Solidify school stakeholder groups' leadership in foundations of racial and social justice.</li> </ol> <p><i>*Each of Parkwood's 2020-2021 School Improvement Plan goals is intentionally grounded in improving outcomes for our students and communities of color, which represent 58% of our student body.</i></p>	<p><b>Strategic Direction #1:</b> Support a culture of ongoing learning and growth (amongst our broader community).</p> <p><b>Strategic Direction #2:</b> Embrace equity and diversity.</p>	<ol style="list-style-type: none"> <li>Lead a community book study, sponsored by the PTA, of <u>Waking Up White</u> by Debby Irving.</li> <li>Collaborate with stakeholder groups (such as our PTA and Natural Leaders groups) to develop race/equity goals for the 2021-2022 school year.</li> <li>Work with PTA to increase outreach to and support for communities that are racially underrepresented within their membership.</li> </ol>	<ol style="list-style-type: none"> <li>Participation of at least 10 Parkwood community members in book study set to launch in November, 2020.</li> <li>Successful completion of race and equity goals and plans for implementation in the 2021-2022 school year.</li> <li>Collaboratively developed plan for increased PTA outreach and support for racial groups that are traditionally underrepresented within the PTA membership.</li> </ol>