

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs Melissa Doering
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rosa Parks Elementary School
(As it should appear in the official records)

School Mailing Address 22845 NE Cedar Park Crescent
(If address is P.O. Box, also include street address.)

City Redmond State WA Zip Code+4 (9 digits total) 98053-5887

County King County

Telephone (425) 936-2650 Fax (425) 836-1350

Web site/URL https://rosaparks.lwsd.org/ E-mail mdoering@lwsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jon Holmen E-mail Joholmen@lwsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Washington School District Tel. (425) 936-2650

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Eric Laliberte
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 33 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 56 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 32 | 43 | 75 |
| 1 | 42 | 45 | 87 |
| 2 | 66 | 50 | 116 |
| 3 | 51 | 52 | 103 |
| 4 | 55 | 66 | 121 |
| 5 | 51 | 50 | 101 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 297 | 306 | 603 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 59.4 % Asian
 - 2.5 % Black or African American
 - 5.6 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 26.6 % White
 - 5.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 32 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 26 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 58 |
| (4) Total number of students in the school as of October 1, 2019 | 652 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.09 |
| (6) Amount in row (5) multiplied by 100 | 9 |

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bangala, Bengali, Chinese-Cantonese, Chinese-Mandarin, Finnish, French, Gujarati, Hebrew, Hindi, Hungarian, Japanese, Kannada, Korean, Marathi, Nepali, Polish, Rumanian, Russian, Sinhalese, Slovak, Somali, Spanish, Swahili, Tamil, Telugu, Turkish, Ukrainian, Urdu

English Language Learners (ELL) in the school: 19 %
114 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 11

8. Students receiving special education services: 10 %
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>14</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>11</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 40 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 7 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 24 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 92% | 91% | 93% | 93% | 92% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to grow the whole child as a joyful, life-long learner within a respectful environment.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

At the beginning of the 2020-2021 school year, all students participated in a fully remote learning model. In February, we transitioned students who chose a hybrid learning model back to school four days per week for three and a half hours each day in kindergarten and first grade; on March 18th and 19th and March 29th and 30th respectively, we transitioned second and third grade students and fourth and fifth grade students to school for three and a half hours each day, two days per week. On April 19th, we are planning to bring all grade levels back to school, if they choose, for four days of in-person learning for five hours and fifteen minutes each day. Students who chose to remain fully remote will continue to meet with their teachers online for whole group and small group lessons for synchronous learning opportunities. Students in both learning models participate in asynchronous learning opportunities on Wednesdays.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Rosa Parks Elementary School is a K-5 school serving students who live within a mile of the schoolhouse. Predominantly a mid- to upper-middle class neighborhood, most parents in our community work in the technology sector, and most of our families are two working parent households. Our families are highly educated and frequently offer their expertise in technology to support our school initiatives. Redmond is a suburb of Seattle, Washington.

We believe that all students deserve a rigorous education, and we provide a wide array of service delivery models to extend and remediate learning to meet the academic, social, emotional, and physical needs of all learners. Our service models include small group pull-out instruction, push-in support, and co-teaching as we strive for inclusive classroom environments for all.

Students at Rosa Parks Elementary benefit from an Arts integrated approach to teaching, learning, and identity development. Connecting Arts to the content has provided school staff with the opportunity to learn more about the cultures of our students and their families, and has provided an avenue for student self-expression, discovery, and confidence building. Arts integration also naturally lends to project-based learning, and students make deep connections between the content, standards, and their personal and familial experiences. Notable projects from the past include a slam poetry performance in 5th grade investigating the tension between the textbook definition and family experiences as immigrants for what it means to be American, and Kindergarten Reader's Theater of nursery rhymes and lore from around the world scripted and performed by students.

At Rosa Parks Elementary, we believe that our success in educating students to reach their full potential is reliant on our positive relationships with families. We have established an equity team that consists of parents and staff members with the purpose of examining where bias is showing up in our policies, practices, and curriculum. We actively seek feedback from our community, and partner with parents to support student learning. We have developed a Students Bill of Rights which respects each child's right to show up wholly and authentically themselves, to find joy, laughter, and a space to develop agency.

The common thread weaving together cultural responsiveness, relationships, equity, and Arts integration is a school culture centered on the ethics of care for our children. Embracing this philosophy requires us to reflect frequently on our practices to ensure that we are creating space for students to build their strengths and grow their social and emotional awareness. When our school building closed in March 2020, we decided that our primary goal for the 2020-2021 school year would be to help our students navigate the social isolation and collective trauma from the pandemic. In our efforts to be proactive to student needs, we implemented initiatives for social-emotional learning, introduced a school-wide common language to support emotional regulation, and we focused on five character traits that data reflect are necessary attributes for success in life. We integrated those traits into the positive behavior intervention systems (PBIS) we had in place prior to the pandemic. We have found that this direct, explicit instruction has had a tremendous positive influence on our school community. Students who started the year in remote learning learned language to identify their emotions and strategies to independently regulate their emotional well-being. We have also found that of the students who returned to school in-person this spring, most are able to independently resolve social conflicts and engage one another in pro-social, inclusive play. We continue to strive for excellence for every student, every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

When COVID-19 closed school buildings, our teachers moved quickly to adapt to the "new normal" of remote teaching and learning. In the fall of 2020, every student in our district was given the opportunity to pick up a laptop and internet hotspot purchased by the district to support access to remote learning. The Lake Washington School District partnered with Microsoft to launch the Teams app as our remote learning platform, and our staff were provided training in best practices for remote instruction and practices to increase student engagement with technology solutions. Our approach to teaching and learning is based on the cycle of inquiry and centered around identifying student needs and designing lessons to meet the specific needs of our learners.

Our teachers spent the first weeks of school meeting with students and their families individually to build relationships, establish a foundation of trust, and to learn about our students unique academic, cultural, and social-emotional histories. Our core values recognize that students deserve to show up in our classrooms, exactly as they are, and it is our responsibility to meet them where they are. Our teaching staff use the information they gained during these family connection meetings to supplement the curriculum and to work toward our goal for representing diverse perspectives and culturally responsive teaching practices.

We use universal screening tools to establish a baseline for student learning in reading and mathematics, and to gauge student progress periodically throughout the year based on their demonstrated need for support. This year, we adopted a new universal screening tool and teachers were provided with training to use the data that was collected to inform their instruction. The teachers were able to use the data to see overall strengths of the students in their class in reading and mathematics, as well as the students' individual academic risk category, and the standards that individuals needed additional support to master.

Our literacy instruction is comprehensive of the five aspects of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Beginning in Kindergarten, students learn about sounds and how to manipulate them to build and break apart words, and our students build on their foundation in literacy as they progress each year into more complex learning and shift from learning to read to reading to learn. Students have agency in choosing to research high interest topics when learning to develop an opinion or argumentative piece, and to explore and develop their voice to write about their lived experiences personal narratives.

In mathematics, students learn to think like mathematicians and develop habits of mind for problem solving in addition to the standard algorithms of addition, subtraction, multiplication, and division. Students learn number sense, and they practice computational fluency as they reach the intermediate grade levels. Our teachers design performance tasks for students to demonstrate their critical reasoning skills alongside the standard algorithms and engage in “real-world” application of the content and concepts they are learning about.

Our science curriculum encompasses Earth, Physical, and Life Sciences and includes hands-on learning experiences. Hands-on experiences presented a particularly challenging puzzle during remote learning, so we supplemented the curriculum by offering families Science, Technology, Engineering, Arts, and Mathematics (STEAM) kits that were purchased by our Parent Teacher Association (PTA). Students also had the opportunity to engage in online interactive modules and simulations to enhance their learning experience in science.

Our district has supported the adoption of *Since Time Immemorial: Tribal Sovereignty in Washington State* as one resource to guide student understanding of geography, political, economic, and cultural influences while learning about the complex history of our nation. Our teachers have been engaged in the work of including texts from and by historically marginalized people, giving our students the opportunity to learn from multiple perspectives. We strive to guide students' development of critical thinking skills and understanding of the complexity of our collective past so that our students are prepared for their future as global citizens.

Instrumental in shaping our delivery of instruction are common formative assessments, and the work our teachers do within their professional learning community. Our teacher teams use the cycle of inquiry to ask and answer four questions that guide our work with students in all core content areas: 1. What do we want all students to know and be able to do? 2. How will we know if they have learned it? 3. How will we respond when some students don't learn it? 4. How will we extend the learning for those students who already learned it?

When teachers meet to plan lessons, these four questions guide their planning in all content areas. Using the Common Core State Standards (CCSS), our teachers tease apart the discrete skills students need to master to meet each standard, and teachers create lessons to explicitly teach the skills, strategies, and concepts that will lead to student success. When students need additional time or support in learning the content, they are provided personalized instruction through small group direct instruction, and students who are ready for additional challenge are given opportunities to generalize and extend their thinking.

Our teaching staff use instructional materials from a wide variety of sources in our ongoing effort to bring marginalized and historically underrepresented perspectives and voices into the classroom. It is important to us and to our community that the students we serve are able to see themselves positively reflected in the curriculum, and we have curated a library collection full of literature and non-fiction to highlight the contributions of all races, ethnicities, and backgrounds to our society. Representative instructional materials are especially important when we teach social studies/civics/history to our learners.

Remote teaching and learning has been challenging for some students and teachers, and some students perform better in this remote setting. This year has been an opportunity for us to disrupt our traditional practices and to refocus our efforts and energy into creating equitable outcomes for our students. We have reallocated resources, provided students who need it with additional support from their classroom teachers and instructional assistants, made home visits to deepen and continue to foster relationships with families, and collaborated more efficiently within our professional communities than we have in the past.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Students who attend Rosa Parks Elementary School are taught physical education, music, and library. Our school tradition is to integrate the Arts into our curriculum, and teachers and students work together to construct knowledge using visual and performing arts. Story time theater, mixed media visual art projects, and slam poetry performances contribute to student learning of the content while validating and creating space for voice and creativity representative of their lived experiences. Students learn the fundamentals of musicality and musical theory in two, thirty-minute lessons per week.

Physical education (PE) instruction aims to teach students about healthy habits like exercise and diet. Our teachers combine fun and high interest games with instruction in specific gross motor skills and motor planning. Utilizing team sports, our physical education teachers also support the development of the positive learning community of our school. Students participate in PE twice per week for a total of 60 minutes.

Music education allows students the opportunity to learn general music appreciation and have opportunities to create, perform, respond and connect to music. Students in our program explore music from cultures around the world. Our music program provides opportunities for our children to strengthen their cultural identities by valuing their culture, heritage, and language and creating space for students to perform and share aspects of their culture with our larger school community. Students participate in music twice per

week for a total of 60 minutes.

Our library program is also designed to support student identity development and community connection. Our library is the heart of our school, and many of our evening activities regular school years take place in the library or are facilitated by our librarian. Over the last several years, we have cultivated a collection where all students can see themselves positively represented in texts, and students from different backgrounds have a “window” into alternative perspectives and experiences through these texts. The library program also supports classroom instruction of digital citizenship, research skills, and coding. Students participate in Library once per week for a total of 30 minutes.

3. Academic Supports:

At Rosa Parks Elementary School, we believe a multi-tiered system of support (MTSS) is crucial to ensure that our students are consistently demonstrating growth. As a high achieving school, our students come in with a myriad of strengths and growth areas, and our teaching staff masterfully capitalize on both to accelerate student progress.

Students who demonstrate below grade level performance in reading are offered additional classroom small group instruction with their classroom teachers and may also be offered specialized small group instruction with a literacy teacher with special training in remediating skill deficits. Our school also provides support to English learners (EL) for reading, writing, speaking, and listening in a small group setting with a teacher with advanced training in serving the unique needs of our EL population. If students demonstrate the need for additional support, our teachers work with a child study team to determine interventions, collect data, and may eventually refer a student for special education testing. Students who qualify for specially designed instruction in our special education program receive small group or one-to-one instruction with a special education teacher or paraeducator. We believe strongly that all students belong in their general education classroom, so students are scheduled for their additional support so that they do not miss their core instruction in reading, writing, or mathematics.

Students who demonstrate above grade level performance may qualify for highly capable services. Our school offers a full-time accelerated academic program for second through fifth grade students and small group highly capable support for kindergarten through fifth grade students which extends and deepens the learning of classroom content or transfers skills learned into new and novel scenarios. Students who are above grade level and do not qualify for this model of support are provided with opportunities to explore science, technology, engineering, arts, and mathematics (STEAM) and project-based learning opportunities.

Students and families who need community support for mental health, government assistance, or other community-based services have access to wraparound services to facilitate referrals to those providers.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Over the course of two school years, our teaching team created a PBIS model designed to establish, reinforce, and celebrate students for demonstrating pro-social behaviors. Our school mascot is the puma, and we set five common expectations based on the acronym P.U.M.A.S. P stands for positive attitude, U is understanding and caring, M is making respectful and responsible choices, A is always do your best to grow, and S is safety.

Prior to the COVID-19 school closure, teachers nominated students each month to receive recognition for demonstrating positive character in a school-wide assembly. Assemblies featured student musical and dramatic performances and were designed to be fun and celebratory for all students for their part in making our school community fun, positive, and safe for everyone. In the classroom, on the playground, in the lunch room, and in music, library, and PE classes, students also received "PUMAS" tickets for demonstrating expected behaviors, and students were chosen weekly in a raffle to receive small tokens or prizes and get their picture taken in the front office.

This year, we aligned our PUMAS expectations with character traits to help students deepen and reinforce prosocial behaviors, attitudes, and mindsets in anticipation of our return to the school building. Our teachers began with Courage as the character trait associated with safety. There were a numbers of factors that contributed to starting with safety, of foremost importance was to establish early the school as a safe place for all students in this time of social injustice in our country. We also identified gratitude, empathy, perseverance, and respect as foundational traits for students and staff to center our social-emotional learning.

2. Engaging Families and Community:

Our approach to family and community engagement is to engage in authentic, two-way dialogue.

Over the summer, our school leadership, in collaboration with parent leaders and the district Department of Opportunity, Equity, and Inclusion supported parents of students of color in forming an affinity space. The goal of the affinity space is to co-equalize power with our families of students of color and move us forward together toward more equitable practices for our students from historically marginalized and/or underrepresented populations. We are still in the beginning stages of this work, and we are energized by the potential to radically change the system of education to better serve our students.

We also collaborate with our Parent Student Teacher Association (PTSA) to seek feedback and receive input from our parent community, and the PTSA has been a tremendous asset in helping us form community partnerships with large employers in our area like Microsoft and Amazon. PTSA has also fostered partnerships to enrich the school experience for our students by providing additional visual arts and dance opportunities for students in a virtual setting, seeking donations, providing STEAM enrichment kits, among many other valuable contributions to our students and staff.

3. Creating Professional Culture:

In the spring of 2020, our school administration sought professional learning opportunities for teachers and staff to learn strategies to mitigate stress, strive for a healthy work/life balance, and process the collective trauma caused by COVID-19 and social injustice and racially motivated violence in our country. The leadership team recognized the value of social-emotional learning opportunities as a protective factor for staff and was able to secure our school access to a pilot program for adult social-emotional learning. Throughout the 2020-2021 school year, teachers have learned about building authentic trust, strategies to engage in conflict productively, stress management, and the intersectionality of identity, race, implicit bias, stereotype threat, and microaggressions. These learning experiences have enriched our school culture by holding space for all voices to be heard and valued.

Staff are celebrated and recognized for their contributions to our school culture and community by the school administrators and their colleagues. Recognition may be verbal praise in meetings, written notes/feedback, and peer-to-peer affirmations. Teacher time is respected and valued, and we have developed a process for teachers to have significant voice into school decision-making through our building leadership team model. Teachers and staff are encouraged to be solutions-oriented and every member of our staff uses the question, "what is best for students?" as a compass when making decisions.

In the transition to remote learning this fall, teachers have received training in best practices for the remote learning classroom, and when we transitioned some students back into the building for in-person learning, teachers were released from their classroom responsibilities for a week to plan.

4. School Leadership:

The staff at Rosa Parks Elementary have a strong sense of community and have leveraged their relationships with each other and our students' families to foster a culture that values collaborative decision making. Systems have been built out to facilitate solutions-oriented and student-focused engagement and decision making, and teacher leaders are empowered to develop solutions that meet the needs of stakeholder groups with student learning as the compass for their decisions.

The leadership philosophy at Rosa Parks Elementary is one of distributed leadership. The principal and associate principal model vulnerability and innovative risk-taking and encourage staff to as well. The leadership structure in our school is such that teams of teachers focus on each aspect of our school culture. Our building leadership team provides input to the principal when decisions need to be made and is the feedback mechanism for the overall culture and climate in the building. The family engagement committee partners with our PTSA to keep families informed and connected to school and is taking an active role in connecting populations within our school who have felt disenfranchised. The School Culture and Climate committee works in collaboration with our PBIS team to celebrate students and staff, and the PBIS team meets regularly to review our initiatives for MTSS and their efficacy. Finally, we have an equity team which includes parent representatives that holds the space us all to stay focused on systemic inequity in our system and leads the rest of our staff in the work of removing barriers for historically marginalized students.

In the COVID-19 pandemic, our school building administrative team have demonstrated leadership and communication to successfully operationalize gubernatorial executive orders, public instruction, and health department guidance to reopen the school building while simultaneously leading a remote school.

5. Culturally Responsive Teaching and Learning:

Equity is a journey and process that never ends, and it is deeply personal work. As a staff, we have examined our identities, the ways in which we have privilege, and how our race and lived experiences have affected how we experience and move through the world. We continuously reflect and discover blind spots of implicit bias and the ways in which it shows up in our classroom and school. We are dedicated to learning and growing our equity lens so we can intentionally and thoughtfully partner with our students and their families to move forward toward our goal of truly culturally responsive teaching and learning.

In contrast to the personal nature of individual equity work, we also realize that we are the system, so the work we do is either actively dismantling systemic inequity or we are reinforcing the systems that disproportionately affect students of color in our school. Over the past four years, we have actively examined and analyzed the systems we have in place and learned from our students and families their experiences in our school. We have implemented some technical changes including revisions to our dress code to be more culturally sensitive to the needs of our students, and we are continuously working toward adaptive change by examining our mindsets, attitudes, and bias.

Our staff have created safe spaces for students to process their thoughts and emotions about the social injustice, racism, and rising racialized violence in our country. Our teachers and staff have leveraged relationships and positivity to model and encourage students to talk about the examples of courageous resistance from our past, including our namesake Rosa Parks, and present when discussing current social movements such as Black Lives Matter and Stop Asian Hate. We have cultivated a school culture that values the uniqueness of every child and prioritizes connection and relationships.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental practice our school has employed since the school closures began in March 2020 is a relentless and consistent targeted effort to build and strengthen relationships with our students and their families. The adults in our community have stepped into the role of teacher throughout this period of remote learning, most often while also working full time jobs themselves. Establishing a solid foundation of trust and mutual support with parents has made it possible for our students to feel supported at home and in their classrooms, in virtual and in-person spaces. Our time and efforts to get to know our students as individuals and to cultivate personal relationships has led to increased participation and student engagement in our remote classes and increased student learning because students feel safe, cared for, and seen.