



# **Continuous Improvement Process Plan 2018-2019**

Ben Rush Elementary School

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Redmond, WA 98052

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# **I. Description of School**

Benjamin Rush Elementary is a large elementary school which serves over 660 students including students in our preschool. Rush is situated in South-Redmond and most students who graduate from Rush Elementary go on to attend Rose Hill Middle School and then Lake Washington High School.

Benjamin Rush Elementary was first opened on April 27<sup>th</sup>, 1970 with over 600 students and 20 teachers. Before moving into the new school, students and staff had been sharing the Audubon Elementary building causing there to be a need for double-shifting; some students started school early in the morning and another set of students started mid-day and went into the evening. The first school building served the community for over 40 years until students and staff moved into our current building in January 2013. Since then, four portables have been added to our site as our student population continues to increase.

Rush Elementary was the first Peace Builder School in the state of Washington, promoting a welcoming environment where mutual respect is highly valued. One of our strengths as a community is our diversity. Fifty-five percent of students at Rush Elementary are Asian, thirty-two percent are white, and six percent are Hispanic/Latino. We also have students who are black/African American, two or more races, and American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander. Over 44 languages are spoken at Ben Rush and our students and families come from all over the United States and the world. Languages most commonly spoken by our families include English, Telegu, Hindi, Tamil, Hebrew, Russian, Spanish and Kannada.

Rush Elementary has the largest English Language program in the district with over 190 students served in kindergarten through fifth grade. We have a differentiated model to support students that includes co-teaching in multiple classrooms, pushing in support to our kindergarten classes and pulling out students who need more direct instruction support. Staff incorporate Sheltered Instruction Observation Protocol (SIOP) strategies in the classroom on a daily basis to support all students in their classes including students who are learning English.

Ben Rush has a dedicated and highly skilled staff that works extremely hard to support the growth of each student. The Rush staff is committed to research-based teaching practices, teamwork, collaboration, and continual improvement. We are confident that Rush provides a strong academic and social learning experience where children can thrive. We believe that every student can achieve high standards and we work hard to ensure success for each of our students.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	75.0%	79.2%	80.5%	81.6%			
		1 <sup>st</sup>	88.2%	92.0%	87.1%	84.4%			
		2 <sup>nd</sup>	90.8%	91.4%	81.1%	90.1%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		81.1%	81.3%	73.8%	77.5%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		76.1%	87.3%	84.2%	77.5%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		81.4%	80.6%	82.0%	79.7%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		83.0%	76.6%	80.8%	78.8%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		80.3%	85.0%	82.2%	83.3%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		69.6%	74.6%	71.1%	72.6%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		78.7%	83.5%	86.6%	78.5%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

Teachers at Ben Rush Elementary School worked as an entire staff as well as in grade-level teams throughout last year to implement and monitor our Continuous Improvement Plan (CIP). We ensured that all staff professional development focused on areas connected to our CIP. For example, we worked together to learn about and implement the new district writing curriculum. We also started learning about culturally responsive teaching in order to support all students at Ben Rush. Finally, we started learning about the Next Generation Science Standards (NGSS) that were adopted by the state of Washington in preparation for a new science curriculum next year as well as the new state science assessment.

Throughout the year, progress towards the academic goals was monitored using Common District Summative Assessment data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, as well as classroom assessments. Teachers worked together to grade and analyze assessment data in order to implement new strategies based on specific student data.

In October 2018, we reviewed the end-of-year data in grade level teams and grade level bands. Our analysis of Smarter Balance Assessment (SBA) data, Washington Comprehensive Assessment of Science (WCAS) data, and DIBELS End-of-Year (EOY) data provided the impetus for reflective conversations within and across grade level teams. We looked at overall data as well as specific sub-test, claim and strand data. We also examined disaggregated data by race, program enrollment, and gender to identify opportunity gaps.

Progress towards the other goals were evaluated using other forms of data. For example, we tracked our tardies monthly and counted the number of praise notes that were given to students weekly.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
<b>Literacy: K-2 Reading Goal:</b> Our goal was for 77% of students to be proficient on the End of Year DIBELS assessment.	<b>Outcome:</b> In kindergarten through second grade, 84.7% of students were proficient on the End of Year DIBELS assessment which exceeded our goal.
<b>Narrative Reflection:</b> In the 2017-18 school year, 84.7% of K-2 students met or exceeded the benchmark as measured by the DIBELS EOY assessment. This exceeds our goal of 77% of students meeting benchmark. The DIBELS assessment measures the acquisition of early literacy skills and predicts success in reading. It is broken down into various sub-tests depending on the grade level and the time of year. These sub-tests measure skills such as letter recognition, phonics, phonemic awareness, and reading fluency.	

Overall, 81.6% of our students in kindergarten met or exceeded the EOY benchmark. Our kindergarten students were strong in nonsense word fluency (NWF) with 86% of students showing proficiency at the end of the year. Our students struggled the most with phonemic segmentation fluency (PSF), which measures a student's skill at producing individual sounds within a word. Only 71% of our kindergarten students were proficient in PSF. Although we have seen an increase in EOY DIBELS in kindergarten over the past five years, our kindergarten students continue to struggle the most on PSF. In first grade, 84.4% of our students met or exceeded the EOY benchmark. Our first-grade students were strong in reading fluency and reading accuracy with 86% of students proficient in fluency and 83% of students were proficient in accuracy. Our students also did well on nonsense word fluency (NWF) when reading whole words with 85% of students showing proficiency. Students in first grade struggled the most with retelling what they read. Only 47% of students were proficient in this area. In second grade, 90.1% of our students met or exceeded the EOY benchmark. The strongest area for our second graders was reading fluency with 91% of the students proficient. Slightly lower were both reading accuracy and retell; 88% of second graders were proficient in those areas.

**Literacy: 3-5 ELA Goal:**  
Our goal was for 84% of students to measure proficient on the 2018 ELA SBA.

**Outcome:**  
In third through fifth grade, 80.1% of students were proficient on the 2018 ELA SBA which did not meet our goal of 84% of students meeting or exceeding standard.

**Narrative Reflection:**

In the 2017-18 school year, 80.1% of 3<sup>rd</sup>-5<sup>th</sup> grade students were at or above standard on the 2018 ELA SBA. This is slightly lower than our goal of 84% of students being proficient.

The ELA SBA data is broken into four claims: Reading, Writing, Listening, and Research/Inquiry. Students can score below standard, at or near standard, or above standard on each claim. In all grades, our students continued to be strongest in the writing claim and still need the most support in listening. Each claim is further broken down into targets; there are between one and fourteen targets for each grade. Each grade level team analyzed their data for areas of strength and areas of needed growth.

In third grade, 77.4% or were at or above standard on the ELA SBA. Students were strong at identifying text features in literary texts, making inferences/drawing conclusions, and finding text evidence to support inferences/conclusions in literary texts. Teachers feel this success comes from increased practice with graphic organizers and using academic vocabulary to highlight inferences in the Wonders curriculum texts. They identified language use as an area of growth, specifically distinguishing between literal and non-literal meanings of words and phrases used in context.

In fourth grade, 79.7% of students were at or above standard on the ELA SBA. Students were strong at identifying or determining a theme or central idea from details in the text, summarizing the text, and identifying text structures/features in literature. Students were also strong in the area of composing opinion pieces about topics using the complete writing process. Fourth grade teachers recognize that they need to help their students in the area of finding key details to support inferences and conclusions in both informational and literature texts. They also reflected on the need to support students in relating their knowledge of text structures/features to interpreting and explaining

information. Finally, they want to grow their students in writing and revising brief narrative texts using narrative techniques, chronology, and transitional strategies. In fifth grade, 83.3% of students were at or above standard on the ELA SBA. Students were strong in reading and analyzing within or across texts (in both informational and literature genres), finding key details, and identifying text structures/features. Their language use and vocabulary use in writing was also strong. Teachers reflected that their literature instruction focuses on analyzing text and identifying key details by having students respond to questions using RACE (restate, answer, cite, explain) and QAR (question answer relationship) which will help students in these areas. In writing, teachers taught the new district writing curriculum and analyzed texts together. They also specifically taught important vocabulary and had students write three essays of different genres. Fifth grade teachers plan to continue to work on their instruction in understanding the text structures/features in literature and narrative writing techniques. They recognized that they focus on text features in informational texts and need to expand that to literature too.

Overall, some themes emerged in the data. Students have a strong understanding of text features/structures, although there is some inconsistency between informational and literary texts. Furthermore, 3rd-5th grade emphasized the importance of using academic language to support both reading and writing growth.

Math: 3-5 Math Goal:  
Our goal was for 86% of students to be proficient on the 2018 Mathematics SBA.

Outcome:  
In third through fifth grade, 76.3% of students were proficient on the Mathematics SBA, which did not meet our goal of 86% of students meeting or exceeding standard.

Narrative Reflection:  
In the 2017-18 school year, 76.3% of 3<sup>rd</sup>-5<sup>th</sup> grade students were at or above standard on the 2018 Math SBA. This is lower than our goal of 86% of students being proficient. The Mathematics SBA data is broken down into three claims: Concepts and Procedures, Problem Solving and Modeling & Data Analysis and Communicating and Reasoning. Students can score below standard, at standard or near standard, or above standard on each claim. The claims are further broken down into targets; there are eleven or twelve targets depending on the grade. This year, in each grade, students scored highest in the Concepts and Procedures claim with 69% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard on this claim, increasing from 66% last year. Scores for the Problem Solving and Analysis claim increased from 56% to 57% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard. Scores for the Communicating Reasoning decreased from 55% to only 52% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard.

This year, teachers continued to look closely at the targets to allow for more specific reflection. Each grade level analyzed their data for areas of strength and areas of needed growth.

Third grade students were strong at targets A: Represent and solve problems involving multiplication and division, B: Understand properties of multiplication and the relationship between multiplication and division, C: Multiply and divide within 100, D: Solve problems involving the four operations, and identify and explain patterns in arithmetic, and J: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. A common theme between all



these targets is knowledge of multiplication and division. Students struggled the most with Target K: Reason with shapes and their attributes so it will require additional focus to ensure growth.

Fourth grade students were strong at targets D: Generalize place value understanding for multi-digit whole numbers, E: Use place value understanding and properties of operations to perform multi-digit arithmetic, and L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. A theme between these targets is knowledge of math facts and ability to use algorithms with ease. Two targets that will require additional focus to ensure growth are Target C: Generate and analyze patterns and Target I: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.

Fifth grade students were strong at Concepts and Procedures and Problem Solving claim, as well as Target B: Analyze patterns and relationships, Target E: Use equivalent fractions as a strategy to add and subtract fractions, Target F: Apply and extend previous understanding of multiplication and division to multiply and divide fractions, Target J: Graph points on the coordinate plan to solve real-world and mathematical problems, and Target K: Classify two-dimensional figures into categories based on their properties.

Fifth grade feels that the school focus on problem solving last year helped their students become more successful at problem solving. An area that will require additional focus to promote growth is Communicating and Reasoning, as well as Target C: Understand the place value system and Target H: Represent and Interpret Data. Overall, some themes emerged as we analyzed the data. Students are strong at Concepts and Procedures, specifically mathematical operations. Two areas of growth are Communicating Reasoning, specifically explaining their mathematical thinking, and Problem Solving and Modeling & Data Analysis, specifically focusing on geometry and measurement.

Science: 5<sup>th</sup> Science Goal:  
Our goal was for 87% of fifth grade students to be proficient on the 2018 Washington Comprehensive Assessment of Science (WCAS).

Outcome:  
In fifth grade, 78% of our students were proficient as measured by the 2018 Science WCAS.

Narrative Reflection: Last year was the first year the state of Washington gave the Science WCAS based on the Next Generation Science Standards (NGSS). This assessment is broken into three reporting areas: Practices & Crosscutting Concepts in Physical Sciences, Practices & Crosscutting Concepts in Life Sciences, and Practices & Crosscutting Concepts in Earth and Space Sciences. Students scored similarly in each area last year. In both physical science and earth and space science, 78% of our students met or exceeded the reporting area target. Life science was slightly lower with 76% of students meeting or exceeding the target. These scores are comparable to the overall scores in the Lake Washington School District, and well above the scores for all students across the state. Since the scores were so close in all reporting areas, this coming year, teachers are going to focus on incorporating more of the science and engineering practices and cross-cutting concepts into their teaching. These will help students in all areas of science.

Achievement Gap Goal:  
Our achievement gap goal was for the median student growth percentile of

Outcome:  
We greatly exceeded our goal by increasing the median student growth percentile for

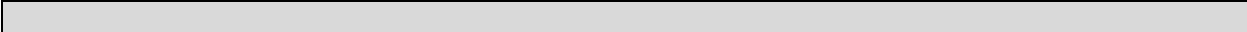
<p>current 5<sup>th</sup> grade special education students in mathematics will increase by 10% compared to that cohort's 4<sup>th</sup> grade student growth percentile as measured by the 2018 Math SBA data.</p>	<p>special education students in mathematics by 81%.</p>
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**Narrative Reflection:**  
 We exceeded our goal of increasing median student growth percentiles for our special education students in math for our 5<sup>th</sup> graders. Their 4<sup>th</sup> grade special education median student growth percentile in mathematics for 2017 was 31. The same cohort had a median student growth percentile of 56 in 5<sup>th</sup> grade for 2018. This was an increase of 81%. This is significant growth and a cause for celebration.

Special Education teachers worked closely with general education teachers to identify effective learning strategies for all students. Special and general education teachers worked to vertically align strategies, particularly in problem solving. The vertical alignment allowed students to have continuity in instruction, expectations, and process vocabulary across grade levels.

Progress was monitored both formally and informally. Teachers used both formative and summative assessments to inform instruction and ensure growth for every student. Common District Summative Assessment data was collected and analyzed throughout the school year, as well as careful IEP goal tracking for special education students.

While reflecting on data, teacher teams and the Equity Team analyzed the 2018 data to identify other opportunity gaps. All groups noticed that Hispanic and Latino students scored lower than other groups in English Language Arts. The Equity team selected this opportunity gap to focus on during the 2018-2019 school year.



<p><b>School Effectiveness Goal:</b>          Our goal was that the score for “Student discipline is managed well,” would increase from a weighted average of 2.88 to a weighted score of 3.00, out of 4, based Nine Characteristics of Highly Effective Schools Survey.</p>	<p><b>Outcome:</b>          We did not meet the goal set for School Effectiveness. Our weighted score for “Student discipline is managed well,” decreased from a weighted average of 2.88 to 2.2 out of 4 on the 2017-2018 survey.</p>
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**Narrative Reflection:**  
 Our score for “Student discipline is managed well,” dropped by 0.68 on the 2017-2018 survey resulting in a score of 2.2. The 2017-2018 Discipline Committee, which met monthly, reflected that they had done a lot of work over the year, but the implementation was just in its beginning phase at the end of last year. Over the year, the Discipline Committee determined that Rush Elementary would benefit from Schoolwide Positive Behavioral Intervention and Supports (SWPBIS). This was a change in direction based on feedback from the committee and staff. The staff discussed and ultimately voted on three core behavioral expectations at Rush. The expectations are safe, respectful, responsible. The Discipline Committee continued working throughout this past summer and renamed themselves the PBIS Committee.

Additionally, in the fall of 2018, follow up questions were posed to grade level teams to help clarify staff concerns about student discipline. The information was recorded anecdotally and described concerns about a small percentage of students who struggle behaviorally, many of whom qualify for Special Education services. Improving this area of school effectiveness will continue to be a major focus throughout the 2018-2019 school year. The PBIS committee will be attending 6 two-hour long district PBIS trainings over the course of the year. Increasing staff understanding of evidenced based methods for increasing pro social behavior, particularly in Special Education students, will require additional attention and focus.

**Attendance Goal:**  
Our goal was for the total number of daily average tardies to decrease by 20%.

**Outcome:**  
We did not meet our goal of reducing the daily average of tardies over the course of the school year. Tardies increased slightly over the course of the school year.

**Narrative Reflection:**  
A strong focus was placed on timeliness and reducing our number of morning tardies. We included several articles in the eNews emphasizing the importance of timely arrival as well as including reminders to parents during community and PTA events. We also began sending a letter to families of children who were tardy more than three times in a given month. The letter highlighted the educational impact on students who came in late, and on the learning environment in classrooms where students were tardy. We encouraged teachers to be diligent in accurately recording student tardies so that students who chronically arrived late could be identified and contact could be made with families to underscore the importance of timeliness.

Despite our efforts, we did not meet our goal of reducing the daily average of tardies over the course of the school year. In September of 2017 we had 1% of students tardy on average. In October of 2017 and June of 2018, we had a daily average of 2% of students tardy. This data was collected using Skyward and percentiles were calculated using each month's daily average and student headcount.

Further attention should be given to helping families understand the impact of late arrival and additional systems should be put in place to help reduce parking lot congestion and incentivize on time arrival.

**Discipline Goal:**  
Our goal was to increase the number of students who were recognized for positive behavior by increasing the number of Praise Notes given out by teachers by 25%.

**Outcome:**  
We increased the number of Praise Notes given to students by 12% between January 2018 and October 2018.

**Narrative Reflection:**  
Last year we worked with teachers and staff to increase the number students recognized for positive behavior. We increased the number of Praised Notes given by teachers by 12% over the course of the year.

We met our goal in 5 out of 11 weeks beginning in January 2018. Praise Notes given by staff members were tracked on a weekly basis. During the week of January 5<sup>th</sup>, 2017, 33 Praise Notes were given to students by staff members. This number was used as our baseline and each of the next 5 weeks showed an increase of at least 25% from the baseline with a range of between 41 and 56. The remainder of the year showed a decline in the number of Praise Notes given with a range between 12 and 37.

Though we did not meet our overall goal, one area of celebration is that we were able to increase the number Praise Notes given to students by 25% or more during a five week period. Praise Notes are aligned with our Peace Builders principles and were given for a variety of pro social behavior including, personal best on school work, righting wrongs, and noticing hurts. This success is a cause for celebration and illustrates that teachers are able to provide high levels of positive feedback to students through our Praise Note system.

In addition to increasing the use of Praise Notes, we also implemented a new positive behavior recognition system called Gotcha Tickets. Gotcha Tickets are a quick way to recognize students who are following expectations and demonstrating pro social behavior. The Gotcha Tickets were collected in a jar in the front office and when the jar was full students voted on a school wide reward. The implementation of Gotcha Tickets greatly increased student recognition for positive behavior. Between February and June, we filled up a 3-gallon bottle twice with small tickets that students earned.

While we were able to meet our goal for a period of weeks, we did not maintain our focus on increasing student recognition through the use of Praise Notes. The number of Praise Notes given during the spring declined sharply. Continuing to increase the number of Praise Notes given over time is an area that still requires attention and focus.

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Our goal last year was to research strategies to gather parent, family, and community input into our CIP.

#### Reflection on Outcome:

This past year we talked to administrators from other schools to find out how they involved parents, families, and community members in the CIP process. From our research, it was determined that holding small focus groups with family members would be our next step. This year, two focus groups were held to gather input.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

### 2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

87% of kindergarten through second grade students will be proficient as measured by the 2019 EOY DIBELS.

Process used to determine goal:

In order to set goals, primary teachers analyzed their DIBELS data. Based on this data, as well as classroom-based assessments, teachers set goals for each student. These goals were set to push each student academically, so growth would be seen for every student. After goals were set for each student, the overall primary literacy goal was calculated.

Responsible individual or team:

The Kindergarten, first and second grade teams will work to achieve this goal, with the support from the Special Education, Safety Net, and English Learner teachers.

Strategy/ies that will be implemented to support goal:

Various strategies will be used to support the goal. In kindergarten, teachers will explicitly teach and practice phonemic awareness using the instructional guide from the Wonders curriculum and supplement it with games for students. In first and second grade, teachers will focus on retelling stories using graphic organizers that help students identify the main idea and key details. They will also continue to work on teaching vocabulary and language use to students in all grades. This will benefit all students, especially students who are learning English.

How challenge and rigor will be ensured for all students:

Teachers will provide scaffolding through small group instruction, so all students can access challenging activities.

How necessary interventions will be determined:

During the goal setting process, teachers identified strengths and areas of growth for each individual student. For example, some students need more support to learn phonics while others need help in phonemic awareness. Teachers have organized their small group instruction to meet the specific needs of each student. Teachers will use in-class formative assessments as well as the middle of the year DIBELS assessments to adjust the small group instruction based on their ongoing assessments.

Any professional learning needed:

This year we will focus on disaggregating the DIBELS data, so we can focus on the specific needs of individual students. Teachers will also participate in SIOP training which can be applied to support the teaching of reading and writing. Additionally, teachers will continue to receive support in implementing the new district writing curriculum, specifically conferring, which will help students with basic phonics and phonemic awareness skills.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access additional graphic organizers to support reading comprehension and writing skills. Two additional teacher leaders are continuing to support the district Writing Curriculum implementation, they are assessing current needs and will provide learning to meet those needs.

**Timelines and Progress Monitoring Plans:**

Teachers will progress monitor with both informal and formal assessments. The DIBELS assessment will be given in January and again in May for all students. Students who are in Safety Net will be given the DIBELS assessment at least once a month. Regular formative and summative assessments will be given in each classroom and teachers will use team time to analyze the data.

**Literacy: 3-5 ELA SMART Goal:**

**85.5% of 3-5 students will be proficient as measured by the 2019 ELA SBA data.**

**Process used to determine goal:**

Teachers analyzed individual student state assessment data (SBA) to set specific goals for each student. They then consolidated that information to set grade level goals, and then further consolidated data to set a 3-5 grade goal.

**Responsible individual or team:**

The 3rd-5th grade teams will work to achieve this goal, with the support of Special Education, Safety Net, and English Learner teachers.

**Strategy/ies that will be implemented to support goal:**

Teachers will utilize graphic organizers to support increased note-taking and comprehension skills. They will also confer one-on-one with students during writing to support revising and editing skills.

**How challenge and rigor will be ensured for all students:**

Teachers have recognized there are subgroups that are performing above and below standard, so they will use small group instruction and one-on-one conferring to meet the needs of all students through differentiation.

**How necessary interventions will be determined:**

Teachers will use in-class formative assessments and the comprehensive SBA interim assessments to identify need for interventions. Teachers will use small group instruction to help differentiate in ELA. When needing extra support, teachers will bring up students to the Student Support Committee to gather additional interventions to implement.

**Any professional learning needed:**

Teachers will participate in SIOP training which can be applied to support the teaching of reading and writing. Additionally, teachers will continue to receive support in implementing the new district Writing Curriculum.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access additional graphic organizers to support reading comprehension and writing skills. Two additional teacher leaders are continuing to support the district Writing Curriculum implementation, they are assessing current needs and will provide learning to meet those needs.

Timelines and Progress Monitoring Plans:

Teachers will progress monitor with both informal and formal assessments. Formal assessments include the Common District Summative Assessments (CDSA), specifically the end of unit literature and informational assessments.

Math: 3-5 Math SMART Goal:

82% of 3-5 students will be proficient as measured by the 2019 Math SBA data.

Process used to determine goal:

Teachers analyzed individual student state assessment data (SBA) to set specific goals for each student. They then consolidated that information to set grade level goals, and then we further consolidated data to set a 3-5 grade goal.

Responsible individual or team:

The 3rd-5th grade teams will work to achieve this goal, with the support of Special Education, English Learner, and Safety Net teachers.

Strategy/ies that will be implemented to support goal:

Teachers will explicitly teach academic vocabulary necessary to support math problem solving skills. They will also teach the CUBES (circle, underline, box, evaluate, solve) strategy and provide small group instruction.

How challenge and rigor will be ensured for all students:

Teachers have recognized there are subgroups that are performing above and below standard, so they will use small group instruction to meet the needs of all students through differentiation. They will also use the new district adopted adaptive computer math program Dreambox.

How necessary interventions will be determined:

The 5th grade team is participating in an MTSS math intervention pilot program, STAR, to provide targeted interventions. Teachers will also use in-class formative assessments and the comprehensive SBA interim assessments to identify need for interventions. Teachers will use small group instruction to help differentiate in math. When needing extra support, teachers will bring up students to the Student Support Committee to gather additional interventions to implement.

Any professional learning needed:

Teachers will participate in SIOP training which can be applied to support the teaching of academic language in math problem solving.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access more strategies to teach math specific academic language.

Timelines and Progress Monitoring Plans:

Teachers will progress monitor with both informal and formal assessments. Formal assessments include the Common District Summative Assessments (CDSA).

Science: 5 Science SMART Goal:

87% of 5<sup>th</sup> grade students will be proficient as measured by the 2019 Washington State science assessment.

Process used to determine goal:

Our 5<sup>th</sup> grade teachers analyzed classroom-based assessments to set specific goals for each individual student. They then consolidated that information to set our grade level goals.

Responsible individual or team:

The 5<sup>th</sup> grade team will be primarily responsible for the goal. All teachers at the school will support science achievement by learning about and starting to teach the Next Generation Science Standards (NGSS).

Strategy/ies that will be implemented to support goal:

This year, teachers will focus on the incorporating the NGSS disciplinary core ideas and the cross-cutting concepts into their current units. This will help support students as we move to the new standards.

How challenge and rigor will be ensured for all students:

Open-ended design and science projects will be provided for students to ensure challenge and rigor. Also, as we move to the NGSS, we will implement ambitious science practices; students will learn about a puzzling phenomenon and science lessons will be designed to allow students to develop deep conceptual understanding of the phenomenon.

How necessary interventions will be determined:

Teachers will use in-class formative and summative assessments to determine the need for interventions. Teachers will re-teach science concepts and provide reading and writing support as needed. Graphic organizers and scaffolding will help students who struggle with organization be more successful in science.

Any professional learning needed: This year, our entire staff will continue learning about the Next Generation Science Standards and start to implement components of the standards. This learning will be led by one of our 5<sup>th</sup> grade teachers. That same teacher will be piloting new science curricular materials that are aligned to the new standards and she will share her learning with the rest of the 5<sup>th</sup> grade teachers.



Any resources needed and plans to obtain them: We will be working with the LWSD Teaching and Learning department to develop training materials to help teacher learning.

Timelines and Progress Monitoring Plans: Fifth-grade teachers will monitor this goal using common formative and summative assessments. Summative assessments include the Common District Summative Assessments (CDSA) which will be given three times throughout the year.

Achievement Gap SMART Goal:  
62.6% of 3<sup>rd</sup>-5<sup>th</sup> grade Hispanic students will be proficient on the ELA SBA 2019 and 62.9% of K-2<sup>nd</sup> grade Hispanic students will be proficient on the End of Year 2019 DIBELs.

Process used to determine goal:  
The school Equity Team met to analyze school-wide assessment data (SBA and DIBELs). Through this collaborative process they saw trends of lower achievement by the Hispanic population across all content areas. In isolating grade-specific data, the gap was slightly larger in ELA.

Responsible individual or team:  
All staff are responsible for supporting this goal. The Equity Team members will lead the work.

Strategy/ies that will be implemented to support goal:  
Equity team members will initiate home visits to support culturally responsive teaching practices. Teachers will implement culturally responsive teaching practices to support student learning.

How challenge and rigor will be ensured for all students:  
Culturally responsive teaching practices and SIOP strategies will be presented to staff via professional learning and then implemented in classrooms to support all students. Additionally, collaboration will occur between special education teachers, English learner teachers, and classroom teachers to support Hispanic, special education and English learner students.

How necessary interventions will be determined:  
Progressing monitoring via DIBELs and informal/formal classroom assessments will be utilized. When additional interventions are needed, students will be brought up to the Student Support Committee to gather additional interventions. Furthermore, the Critical Data Matrix will be utilized when EL students are brought up for additional interventions and/or special education referral.

Any professional learning needed:  
Staff will participate in the district-wide Culturally Responsive Teaching and SIOP professional learning, led by two teacher leaders who are also on the school Equity Team. Additionally, the Equity Team will read 'Courageous Conversations About Race' by Glen Singleton.

Any resources needed and plans to obtain them:

The school Equity Team will each receive a copy of 'Courageous Conversations about Race' by Glen Singleton. Additional resources will be gathered, as needed, by the school Equity Team to support Hispanic student literacy growth.

Timelines and Progress Monitoring Plans:

The school Equity Team will meet monthly and use classroom-based data to monitor progress towards the goal. The school Equity Team includes members from each grade level, as well as specialists.

School Effectiveness SMART Goal:

Based on the Nine Characteristics of Highly Effective Schools Survey, "Student discipline is managed well," will increase from a weighted average of 2.2 out of 4 to a weighted score of 2.9 on the 2018-2019 survey.

Process used to determine goal:

The PBIS team analyzed the 2017- 2018 Nine Characteristics of Highly Effective Schools Survey data.

Responsible individual or team:

PBIS team members will take a leadership role in supporting student discipline management and providing additional professional development to staff around research based discipline practices.

Strategy/ies that will be implemented to support goal:

This year, we are continuing to expand on our PBIS implementation. We will be using the TFI to identify and target areas for continued improvement in school wide tiered behavior interventions.

How challenge and rigor will be ensured for all students:

Leadership opportunities will be provided to all 4<sup>th</sup> and 5<sup>th</sup> grade students in the form of Peace Coaching. Peace Coaches will be providing positive reinforcement and emphasizing tier one expectations for all students.

How necessary interventions will be determined:

The PBIS team will be using the TFI to identify and target areas for improvement and to track fidelity of previously implemented PBIS components.

Any professional learning needed:

The PBIS team will be attending district level training provided by NWPBIS. Additional supports and tools will also be needed to accurately track behavior data and to use the data to implement appropriate student supports.

Any resources needed and plans to obtain them:

We will continue to work closely with the district and MTSS pilot group to identify and obtain additional resources as needed.

Timelines and Progress Monitoring Plans:

We will complete the TFI at least three times over the course of the year to track progress in the implementation of school wide PBIS. Additionally, we will informally survey the staff about their perception of student discipline management quarterly.

Attendance SMART Goal:

The average number of daily tardies will be reduced by 10%.

Process used to determine goal:

Our attendance goal was selected by our administration team based on the 2017-2018 attendance data recorded in Skyward.

Responsible individual or team:

The administrative team will be primarily responsible for this goal, but will solicit help from all staff and our PTA.

Strategy/ies that will be implemented to support goal:

We will create a bulletin board to chart the total number of daily tardies. Students will be taught the importance of arriving on time to school. Parent education will occur through our school and teacher newsletters, and a partnership with the PTA. We will notify parents of students who are chronically late to raise their awareness of their student's attendance record and the impacts of late arrival.

How necessary interventions will be determined:

Interventions will be determined by monthly attendance reports from Skyward.

Any professional learning needed:

No professional learning is needed at this time.

Any resources needed and plans to obtain them:

Parent communication and information about the effects of tardies on student achievement and the implications in middle and high school will help us reach this goal. Support from our BECCA coordinator will also help us reach this goal.

Timelines and Progress Monitoring Plans:

Average daily tardy totals will be charted on a weekly basis.

Discipline SMART Goal:

80% of 60 randomly selected students (10 from each grade) will be able to accurately state the three behavioral expectations at Rush Elementary (Safe, Respectful, Responsible)

Process used to determine goal:

Last year as a school we selected three behavioral expectations to focus on. Student and staff awareness of these three behavioral expectations is a critical component to the implementation of school wide PBIS.

Responsible individual or team:

PBIS team members will take a lead role in achieving this goal, however, the entire staff will participate in helping students learn the three behavior expectations.

Strategy/ies that will be implemented to support goal:

The PBIS committee is creating signs to display the behavior expectations throughout the school. Teachers will be teaching the expectations in the context of each school setting twice during the course of the school year. Staff will be giving “gotcha tickets” paired with specific praise associated with the three behavioral expectations.

How challenge and rigor will be ensured for all students:

Peace Coaches will have the opportunity to teach the expectations to younger students and to pair “gotcha tickets” with specific praise for meeting the behavioral expectations.

How necessary interventions will be determined:

Interventions will be determined based on monthly random student samples.

Any professional learning needed:

Ongoing professional learning at the building level about PBIS will occur throughout the school year. PBIS team members will attend NWPBIS training sessions.

Any resources needed and plans to obtain them:

No additional resources will be needed to meet this goal.

Timelines and Progress Monitoring Plans:

The PBIS team will randomly sample students monthly to gauge progress.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

This year we invited parents and family members to two focus groups to discuss our CIP and provide input on how to better involve parents and families. They made multiple suggestions including: breaking down the information by grade levels so families could focus on the information that is relevant to their children, providing background information on the assessments that are used to set and monitor goals, and providing ways that families can support the goals. We will start by providing this information to families at conferences and through our family newsletters.

Timelines and Progress Monitoring Plans:

We will include information about our CIP monthly in our newsletter to families. We will also have teachers provide information to our families at our January conferences. As needed, we will reach out to the family members who attended the focus groups for feedback.