



## Continuous Improvement Process Plan 2018-2019

Rose Hill Middle  
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# I. Description of School

Rose Hill Middle School’s mission is to prepare and inspire students for academic and social success in a safe community through collaboration of students, staff and parents. RHMS staff is focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Our vision is:

Every RHMS Student is:

- Challenged Academically
- Connected Globally
- Valued Individually
- Prepared for the Next Step

Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our school continues to grow and become more diverse. During the 2014-2015 school year our enrollment was 752 and we are now at 890.

## Student Demographics

### Student Count

May 2017	860
October 2018	890

### Gender

Male	53.1%
Female	46.9%

### Race Ethnicity

American Indian/Alaskan Native	.2%
Asian	22.4%
Black/African American	1.9%
Hispanic/Latino of any race(s) Two or More Races	8.7%
White	50.4%

### Program Characteristics

English Language Learners	7.4%
Non-English Language Learners	92.6%
Homeless	1.1%
Low-Income	19.2%

Non Migrant	100%
Military Parent	.3%
Mobile	2%
Section 504	5.2%
IEP Students	12.8%

Each year Rose Hill Middle School staff set specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day and use this additional support regularly.

Teachers are committed to providing differentiated and challenging curriculum to all students. We offer a push-in Special Education model at all grade levels in math and language arts, rather than pull-out replacement courses to give all students access and exposure to the grade level curriculum.

Teachers work hard to learn from one another throughout the year. Each week teachers have time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments and review data.

## 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>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### **Process to determine School 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 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>6<sup>th</sup> Graders' on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	76.6%	76.7%	76%	77.3%			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	66.3%	75.2%	79.1	79.5%			
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	80.9%	77.1%	81.5%	79.1%			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	69.8%	75.3%	73%	77.7%			
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.4%	82.7%	81%	80.4%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	67.3%	64.5%	74.2%	74.3%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	86.6%	88.8%	87.1%	79.2%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

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

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 83% of 6-8 students will meet or exceed standard on the Spring 2018 ELA SBA.	Outcome: 78.8% of 6-8 students met or exceeded standard on the Spring 2018 ELA SBA.
Narrative Reflection: We did not meet our goal. In analyzing the data, there is a high correlation of students of color who are below standard and who also receive Special Education and/or ELL support. Many of those receive support in both. There are students who did not meet standard, but they did move from level 1 to 2, or from a low level 2 to a high level 2. While this might not register as meeting standard, it is still cause for celebration. We are surprised that we did not meet our goal, and particularly that we are below 80%. We recognize that our scores have been particularly stagnant for many years, as is the trend in our district, state, and nation. When we look at the disaggregated data, we need to make closing the achievement gap our top priority. We need to focus our goal at showing improvement, as well as building relationships with our students.	
Math: 6-8 Math Goal: 78% of students will meet or exceed standard on the 2018 Math SBA.	Outcome: Overall average for 2018 SBA was 77.13% passing. More specifically, 6 <sup>th</sup> grade earned a .4% growth and 7 <sup>th</sup> grade was a 4.6% growth, and 8 <sup>th</sup> grade was a 0.1% growth.
Narrative Reflection: Looking at the 3 prior years, the general trend is improving by approximately 8%. This is a reflection of a better understanding of the CCSS and an improved curriculum. Team planning and common assessments gives better alignment to the CommonCore and efficiency in how class time is used. Aleks software is meeting kids at their level and helping to address gaps in their mathematical foundation. Teachers are using Aleks data to help differentiate their instruction.	
Science: 8 Science Goal: Using previous years' data and trends, anecdotal evidence from this year's cohort and the challenges of having a new team we determined this year's goal of 85% proficient.	Outcome: 79.2% of 8 <sup>th</sup> graders passed the WCAS in the Spring of 2018. 50% of Black students and 56% of Hispanic students passed the WCAS in the Spring of 2018.
Narrative Reflection:	

The goal of 85% was in part missed due to new test, new curriculum and new standards. The format of the test was unfamiliar for students and teachers. As teachers become more familiar with standards and curriculum that has been ever changing in the science for the past three years, we can expect student performance will improve.

**Achievement Gap Goal:**  
 We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6<sup>th</sup> grade student with a scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500, and any selected 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA.

**Outcome: 2017-2018 SBA-ELA**

6<sup>th</sup> Grade -  
 60% African American met or exceeded standard  
 60% Hispanic-Latino met or exceeded standard

7<sup>th</sup> Grade –  
 67% African American met or exceeded standard  
 62% Hispanic-Latino met or exceeded standard

8<sup>th</sup> Grade –  
 50% African American met or exceeded standard  
 65% Hispanic-Latino met or exceeded standard

**Narrative Reflection:**  
 Based on ELA SBA data from the 2017-2018 school year, half or just over half of the African American and Hispanic-Latino populations at each grade level met or exceeded standard. This data shows disproportionate results for these two groups compared to their peers. This historical trend is what the Electives, SPED, and ELL departments will focus on this year.

**College and Career Readiness Goal:**  
 100% of 8<sup>th</sup> grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.

**Outcome:**  
 100% of 8<sup>th</sup> grade students took a survey using Career Cruising and will identify at least two possible careers of interest.

**Narrative Reflection:**  
 All students took the career cruising survey and were able to identify at least 2 career/interest areas. The counseling department worked hard to have every student complete the activity. In addition, they brought in an outside group called CHOICES. CHOICES in an interactive decision-making workshop that empowers teens to achieve academic success in pursuit of their career and life aspirations. In two hour-long sessions, business and community volunteers took all 8<sup>th</sup> grade students through real-world exercises on academic self-discipline, time and money management, and goal setting.

<p>School Effectiveness Goal: Many staff provide leadership in some way from 67.5% agree completely/mostly to 80% agree completely/mostly as measured on the Nine Characteristics Survey.</p>	<p>Outcome: 64% of teachers responded agree mostly/agree completely on the Nine Characteristics Survey.</p>
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**Narrative Reflection:**  
 We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaboration groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient. Also, during the 2018-2019 school year, there is an emphasis of distributive leadership and more authentic leadership for our teacher led leadership teams.

<p><b>Attendance Goal:</b>          We want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year). We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.</p>	<p><b>Outcome:</b>          During our building work of trying to support our targeted group of students that had demonstrated a pattern of chronic absenteeism, we slightly shifted our focus to a school wide approach. Through various interventions we continued to see an increase in our student attendance rates. The attendance rate for the 2017-2018 school year was 90.9%. The RHMS attendance trend has gradually increased over the last four years.</p>
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**Narrative Reflection:**  
 As we continue to see an upward trend in our attendance we will continue to work with all stakeholders to develop plans to support students who have demonstrated chronic absenteeism and provide interventions school wide. We are exploring more positive behavior intervention programs that will support our attendance efforts.

<p><b>Discipline Goal:</b>          Our number of students who were suspended decreased by 43% from 19 to 11 students from 2016-17 to 2017-2018. For the 2017-2018 school year, our goal was to reduce the number of suspensions to 6 students.</p>	<p><b>Outcome:</b>          Unfortunately, we did not meet this goal. During the 2017-2018 school year we had 30 out of school suspensions.</p>
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**Narrative Reflection:**  
 Several variables may have contributed to the increase number of out of school suspensions during the 2017-2018 school year. However, we did intentionally implement more in-school suspensions and Wednesday detentions in place of out of school suspensions. We will continue to explore resources and restorative justice

practices. Also, we are looking into various professional development opportunities to support our decision making around discipline and our efforts around restorative justice. Administration and the building leadership teams will develop a plan to reduce the number of out of school suspensions.

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: This is one of the more challenging things to determine as part of this plan. The challenge comes in authentically involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to involve these stakeholders in the Continuous Improvement Process. Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Reflection on Outcome: We continue to strive for an authentic involvement from all stakeholders and incorporated more voice into the process, but we are looking at other ways to make the process more meaningful and intentional for the varying perspective of all stakeholders.

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

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

Literacy: 6-8 ELA SMART Goal:

Our Hispanic/Latino and Black/African American students will show 5% increase in meeting standard on the 2019 ELA SBA.

Process used to determine goal:

We looked our disaggregated data and recognized that we are stagnant in closing the achievement/opportunity gap. As a result, it is time for our department to try a new approach. We determined that we needed to make Hispanic/Latino students and Black/African American students a focus, as only 62% and 60% met standard respectively, compared to 78.8% of students making standard overall. We also took time to look at individual student data, focusing specifically on our students from these demographics who scored level 1 or 2. After much discussion, reflection, and deliberation, we choose what we thought was both a reasonable, yet ambitious goal.

Responsible individual or team:

Our entire department. We will need to work intentionally with our ELL/Sped teachers to support our efforts. (Many of the students within these demographics also received SPED and/or ELL services.)

Strategy/ies that will be implemented to support goal:

1. We commit to scheduling our level 1 and 2 students on a weekly basis for Pride Time.
2. We need to have closer contact with the parents of these students, including progress updates, providing ideas for how to support at home, etc.
3. Conferencing with these students on a regular basis to provide feedback, help build their confidence, give them positive reinforcement.
4. Building the literature in our curriculum and classroom libraries to be more representative of students of color.
5. Making building relationships as much a priority with these students as academics.

How challenge and rigor will be ensured for all students:

By having high expectations for all students. The perception of “I can’t do it” will not be reinforced. Rather, we will communicate with these students that they can do it, they are not going to opt out of work, and they we will partner with them to achieve their goals.

How necessary interventions will be determined:

We have looked at our individual students to determine our focused group. We will use our formative assessments to determine our one-on-one focus when we meet with them for Pride Time, check-in during class time, meet after school, etc.

Any professional learning needed:

Department Inquiry: Several members of our department are members of other groups involved in professional development (i.e. Equity team, Safety Net, etc.) As a department we commit to bringing back resources from these experiences to share with our team members.

Any resources needed and plans to obtain them:

We need to continue to build our classroom libraries to provide diverse perspectives. Many of us are using our professional funds to build these.

Continuing to partner with our librarian to utilize the resources available (for both students and staff).

Timelines and Progress Monitoring Plans:

As grade level teams we will continue to use formative assessments to monitor student progress and meet with our team members on a regular basis to check-in.

Math: 6-8 Math SMART Goal:

For the 2018-2019 school year, our CIP goal will focus on narrowing the Achievement Gap. The goal is to move 5% of Black/African American students, Hispanic/Latinx students and students who are two or more races up one level from 1 to 2 or 2 to 3.

Process used to determine goal:

We looked at the prior year SBA by race/ethnicity. We used the percentages of each race/ethnicity to determine the actual student count. Combining this information with our current classes/students, we were able to humanize the data and envision our path forward.

Responsible individual or team:

Math department team members.

Strategy/ies that will be implemented to support goal:

Modify the strategy of “My Favorite Know” by intentionally choosing student’s work who fall within the three races/ethnicities. Implement yearly projects using the categories of My Cultural Heritage Math Project, math topics tied to your culture, and careers involving mathematics tied to your culture. Make sure a Spanish version of every textbook is available. Sending progress reports/missing reports once a quarter, two weeks before the end of the quarter. If there is no response, contact home. Students who have missing assignments will be supported during Pride Time, Homework Café, before/after school when possible. Teachers are going to pursue an expanded approach to after-school homework help. Extended Math teachers will give the Interim SBA.

How challenge and rigor will be ensured for all students:

Teachers are giving Challenge Options/Scary Problems and extension learning. Teachers are able to move students up as they master a grade level in Aleks. Teachers are giving differentiated homework either through Aleks or the curriculum. Scaffolded and modified tests and homework are given. One teacher enforces a level of proficiency on tests. If the standard is not met, the teacher requires the student to meet for re-teaching.

How necessary interventions will be determined:

Teachers review missing assignments, test scores, Aleks progress and level of engagement in classroom.

Any professional learning needed:

We would like more information on how to allow access to the learning for all students. We would like more strategies on how to implement small group teaching while providing authentic academic challenge for other students.

Any resources needed and plans to obtain them:

Learn how to more effectively and creatively use our time and resources to reallocate to students who are most needy. More help with supervision during Pride Time.

Timelines and Progress Monitoring Plans:

Monitor the grades of students, using the 1<sup>st</sup> quarter grades as a baseline. Check in at semester and 3<sup>rd</sup> quarter.

Science: 8 Science SMART Goal:

85% of 8<sup>th</sup> students will meet standard on the science WCAS in the Spring of 2019. 65% of the Black and Hispanic 8<sup>th</sup> grade students will meet standard on the WCAS in Spring of 2019.

Process used to determine goal:

We analyzed students' performance by demographic subgroup as well as the overall performance of the current 8<sup>th</sup> grade class on last year's LA and Math Common Core assessments. We used this information as well as our plan to implement additional and new intervention strategies to develop our goal. Additionally, we believe our increased familiarity with NGSS standards and format of test will contribute to improvement in 2018 spring scores

Responsible individual or team: 8<sup>th</sup> Grade team.

Strategy/ies that will be implemented to support goal:

We will develop and implement Ambitious Science Teaching units. We have vertically aligned our team's professional development goals. All three grade level teams will focus on improving student proficiency at the NGSS crosscutting concept of the engineering and science practice of argument writing (claim, evidence, reasoning).

How challenge and rigor will be ensured for all students:

Interventions that will be used include Pride Time and before/after school small group and one to one support, homework café and increased parent communication.

How necessary interventions will be determined:

CFA and PGE goals will be evaluated throughout the academic year. Teachers will use formal and informal assessments to identify students needing intervention.

Any professional learning needed:

Grade level collaboration meetings as offered by district.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Reviewed throughout the academic year.

Achievement Gap SMART Goal:

6<sup>th</sup> grade student with a scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500 and any 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2019 ELA SBA.

Process used to determine goal:

We reviewed by grade level all students who received a level 2 score on the 2017-2018 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA Scale Score Ranges for Achievement Levels and compared those to the scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6<sup>th</sup> grade student with a

scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500 and any 8<sup>th</sup> selected 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2019 ELA SBA. These two groups were selected because historically they have underperformed their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will review student grades at each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in February 2019.

College and Career Readiness SMART Goal:

Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Xello and follow up with any students who do not complete the survey. The goal is that 100% of RHMS will complete the 8<sup>th</sup> grade expectations of Xello. In addition, we will make sure students have a record of their results. The results are a foundation for students as they enter high school.

Process used to determine goal:

The counseling department has placed an emphasis on ensuring 100% of RHMS 8<sup>th</sup> grade students reach their goal of completion by the end of the school year. Schedules have been created to ensure the students receive the proper instruction and time needed to be successful.

School Effectiveness SMART Goal:

For the 2018-2019 school year, our goal is that on the 9 characteristics survey 10% or fewer indicate slightly or not at all in regard to staff leadership.

Process used to determine goal:

There has been an improvement in staff leadership. The improvement in staff providing leadership and engaging in more leadership roles is evident in the data, however we still had 18.42% of staff that agreed slightly or not at all that we have a staff that provides leadership. There is an improvement from 23%. The fact that such a large percentage of staff are involved in or feel that our staff perform leadership roles is cause for celebration and indicates that we have a staff that is willing to provide guidance and leadership to others in the building. During the 2018-2019 school year, we will intentionally transition to our CIP, BLT, and Equity teams being led by staff members. We are striving for an environment of distributive leadership.

Attendance SMART Goal:

For the 2018-2019 school year, our goal is to have 92% as our attendance.

Process used to determine goal:

We continue to strive for the improvement in student attendance. In 2018 our overall daily attendance percentage was 90.9 %. We are continuing to look at ways to support students when they are out and upon their return. Also, we are being strategically intentional about supporting students with chronic absenteeism (students who are absent 10% or more during previous and current school year(s)). Our goal is to improve our daily attendance percentage up to 92%. Our attendance percentage has increased over the last four years. We want student to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.

**Discipline SMART Goal:**

For the 2018-2019 our goal is to reduce the number of out of school suspensions from 30 to 15 by implementing more restorative justice practices.

**Process used to determine goal:**

We selected this goal because we had 30 students receive one or more out of school suspensions during the 2017-2018 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints. The number of students who receive out of school suspensions will decrease by 15 students.

Our number of students who were suspended increased from 11 students to 30 students. The school population increased and the addition of a new administrator may have contributed to the increase. As building, our goal is to place an emphasis on professional development and implementation of restorative justice practices. We did implement more in-school suspensions and Wednesday detentions in place of suspensions. We will continue to explore resources and restorative justice practices.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Address this topic at monthly meetings between RHMS admin and PTSA President. This is one of the more challenging things to determine as part of this plan. The challenge comes in authentically involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to involve these stakeholders in the Continuous Improvement Process.

Timelines and Progress Monitoring Plans: PTSA President and the Principal meet monthly and will monitor the progress and make adjustments needed to implement additional stakeholder involvement.

2018-19 Strategies to inform parents, families and the community in the CIP process: Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Timelines and Progress Monitoring Plans: Timelines and Progress Monitoring Plans: PTSA President and the Principal meet monthly and will monitor the progress and make adjustments needed to implement additional stakeholder involvement.