

Rose Hill Middle School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Rose Hill Middle School (RHMS) staff are focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Five elementary schools feed in to Rose Hill Middle School. Our students reside in Redmond and Kirkland.

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

Our vision is: Every RHMS Student is: Challenged Academically, Connected Globally, Valued Individually, Prepared for the Next Step.

Mission Statement: To prepare and inspire students for academic and social success in a safe community through collaboration of students, staff, and parents.

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	863	891	946	
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.0
	Asian	18.3	22.2	24.7
	Black/African American	2.1	1.9	2.3
	Hispanic/Latino of any race(s)	15.6	16.3	15.2
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	7.7	8.5	9.8
White	56.0	50.8	47.9	
Students Eligible for Free/Reduced Price Meals (%)	18.3	17.4	18.8	
Students Receiving Special Education Services (%)	12.8	11.9	11.7	
English Language Learners (%)	7.4	8.7	8.1	
Students with a First Language Other Than English (%)	33.3	35.2	37.0	
Mobility Rate (%) ²	8.8	11.1	9.4	

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	76	77	79
7 th Grade	82	79	83
8 th Grade	81	80	78

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	79	80	76
7 th Grade	73	78	80
8 th Grade	74	74	76

ELA: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	88	89
Black/African American	50	60	48
Hispanic/Latino	61	62	56
Two or more races	83	79	84
White	84	82	84
English Learner	22	28	29
Low Income	50	54	46
Special Education	32	31	31

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	89	91	91
Black/African American	52	70	41
Hispanic/Latino	53	53	49
Two or more races	74	72	80
White	79	80	80
English Learner	35	43	49
Low Income	47	50	45
Special Education	26	28	28

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS⁴

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 th Grade	n/a	79	76

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	85	86
Black/African American	n/a	-	50
Hispanic/Latino	n/a	57	58
Two or more races	n/a	82	68
White	n/a	86	82
English Learner	n/a	14	23
Low Income	n/a	46	52
Special Education	n/a	52	34

↘ = Cohort Track

³ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁴ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 th Grade	91	91	90
7 th Grade	88	91	86
8 th Grade	88	89	87

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	94	93
Black/African American	95	90	67
Hispanic/Latino	86	86	83
Two or more races	87	92	92
White	88	89	87
English Learner	88	92	87
Low Income	82	85	74
Special Education	80	86	75

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁶

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	81	87	-	62	82	85	24	55	34
Math Proficiency Rate (%)	77	89	-	53	75	81	36	48	28
ELA Median Student Growth Percentile ⁷	58	66.5	45	57	56	58	49	55	55
Math Median Student Growth Percentile	68	75.5	68	61	64	68	66	58.5	58.5
EL Progress Rate (%)	76	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	97	-	88	94	91	91	84	86

⁵ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁷ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1													
Priority Area	Mathematics												
Focus Area	Closing the opportunity gap for our Black/African American and Hispanic/Latino students.												
Focus Grade Level(s)	Grades 6,7,8												
Desired Outcome	All Black/African American and Hispanic/Latino students who did not meet standard on the 2019 SBA will increase by 1 level on the 2020 Math SBA. Black/African American and Hispanic/Latino students who did meet standard on the 2019 SBA will meet standard on the 2020 Math SBA.												
Alignment with District Strategic Initiatives	Culturally Responsive Teaching												
Data and Rationale Supporting Focus Area	There is a persistent gap (30-50%) of overall achievement between our Black/African American and Hispanic/Latino students and our Asian and White students. From the Spring of 2018, to the Spring of 2019, the percent of Black/African American and Hispanic/Latino students meeting standard went from 55% to 47%. We did see growth in student achievement. 33% of the students we focused on moved up one proficiency level, Level 1 to Level 2 or Level 2 to Level 3. We are again focusing on moving students up a level but also making sure students remain at standard once they reach standard. Looking at individual student data indicated that some students at standard in 2018 did not meet standard in 2019.												
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Schoolwide students will take Focused Interim Assessment Blocks.</td> <td>Completed interim assessments.</td> </tr> <tr> <td>Opportunity Cohort students will take the Interim Assessment Block CAT and PT.</td> <td>Completed interim assessments.</td> </tr> <tr> <td>Professional development on teaching an isolated skill.</td> <td>LEAP plan and lesson.</td> </tr> <tr> <td>Use interim assessment data to determine skill isolation.</td> <td>Student data.</td> </tr> <tr> <td>Implementation of SIOP and CRT strategies.</td> <td>LEAP time and Classroom observations.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Schoolwide students will take Focused Interim Assessment Blocks.	Completed interim assessments.	Opportunity Cohort students will take the Interim Assessment Block CAT and PT.	Completed interim assessments.	Professional development on teaching an isolated skill.	LEAP plan and lesson.	Use interim assessment data to determine skill isolation.	Student data.	Implementation of SIOP and CRT strategies.	LEAP time and Classroom observations.
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Implementation of SIOP and CRT strategies.	LEAP time and Classroom observations.												
Timeline for Focus	Fall, 2019 - Spring, 2020												
Method(s) to Monitor Progress	Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. In addition, teams will use the SBA interim assessments. The goals are aligned to PGE team goals.												
Priority #2													

Priority Area	English Language Arts/Literacy													
Focus Area	Closing the opportunity gap for our Black/African American and Hispanic/Latino students.													
Focus Grade Level(s)	Grades 6,7,8													
Desired Outcome	All Black/African American and Hispanic/Latino students who did not meet standard on the 2019 SBA will increase by 1 level on the 2020 ELA SBA. Black/African American and Hispanic/Latino students who did meet standard on the 2019 SBA will meet standard on the 2020 ELA SBA.													
Alignment with District Strategic Initiatives	Culturally Responsive Teaching													
Data and Rationale Supporting Focus Area	There is a persistent gap (20-40%) of overall achievement between our Black/African American and Hispanic/Latino students and our Asian and White students. From the Spring of 2018, to the Spring of 2019, the percent of Black/African American and Hispanic/Latino students meeting standard went from 62% to 55%. This year, we are focusing on moving students up a level but also making sure students remain at standard once they reach standard.													
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Use interim assessment data to determine skill isolation.	Student data.													
Implementation of SIOP and CRT strategies.	LEAP time and Classroom observations.													
Timeline for Focus	Fall, 2019 - Spring, 2020													
Method(s) to Monitor Progress	Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. In addition, teams will use the SBA interim assessments. The goals are aligned to PGE team goals.													

Priority #3

Priority Area	Social and Emotional	
Focus Area	Connection and Belonging at School	
Focus Grade Level(s)	All grade levels	
Desired Outcome	The number of students who indicate that they feel “quite connected” or “extremely connected” to an adult at school will increase by at least 25% by Spring 2020. The number of students who indicate they feel they “belong quite a bit” or “completely belong” at school will increase by at least 25% by Spring 2020.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	26% of students indicated that they feel “quite connected” or “extremely connected” to an adult at school. 50% of students feel like they “belong quite a bit” or “completely belong” at school, on the Panorama survey given in June 2018.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	100% of students receive positive communication home: calls, emails, postcards.	Keeping track of who has received positive communication home.
	Panorama survey given at the start of 2 nd quarter, 3 rd quarter, and 4 th quarter to all students.	Completed surveys by advisory class.
	Weekly advisory-implementation of Character Strong curriculum.	Classroom observations, surveys to students and staff.
	Student Focus groups- what makes belong/connected.	Notes from focus groups.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Survey results shared, monthly update on positive communication efforts, themes from focus groups shared.	

Priority #4

Priority Area	High Levels of Family and Community Involvement	
Focus Area	Gathering and implementing Family and Community voice	
Focus Grade Level(s)	All grades	
Desired Outcome	All families feel welcome and included at school	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	Our Nine Characteristics data shows that staff believe family involvement is important in student success and we want to be sure that we are intentionally creating an environment that is welcoming to all and not catered to white cultural norms.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Monthly Natural Leaders Meetings	Scheduled meetings take place
	Parent/Family Focus Groups	Focus Group notes
	More actions to be determined	
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Family/Community Surveys and other measures determined by the Equity team to gather input on Family Engagement.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.⁸ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	To be determined-See priority 4	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Share the SIP plan on website with corresponding message in weekly bulletin.	Winter 2020

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>