



Rose Hill Middle School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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 into Rose Hill Middle School. The tremendous diversity at Rose Hill Middle School is one of our biggest strengths. The many different cultures represented, and native languages spoken are welcome, valued, and seen as an asset at RHMS. Our students reside in Redmond and Kirkland. They make us proud every day. 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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		890	945	1024	951
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.0%	0.0%	0.1%
	Asian	22.4%	24.9%	27.6%	28.4%
	Black/African American	1.9%	2.3%	2.1%	2.5%
	Hispanic/Latino of any race(s)	16.4%	15.1%	13.6%	13.0%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.2%
	Two or more races	8.7%	10.1%	10.3%	10.6%
	White	50.4%	47.6%	46.5%	45.1%
Students Eligible for Free/Reduced Price Meals (%)		19.2%	18.9%	15.9%	12.6%
Students Receiving Special Education Services (%)		12.8%	12.2%	11.2%	10.2%
English Language Learners (%)		7.4%	8.5%	8.7%	9.7%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	The number of Black/African American and Hispanic/Latino students who are identified through the FastBridge Universal Screener as at “some or high risk” in math will decrease by 25% by the end of the year. <u>All</u> Black/African American and Hispanic/Latino students will show growth as measured by FastBridge by the end of the year.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students
Data and Rationale Supporting Focus Area	<p>There is a persistent gap (30-50%) of overall achievement between our Black/African American and Hispanic/Latino students and other RHMS students in mathematics. In previous years, the SBA was used as an instrument to identify proficiency towards meeting state standards in mathematics. In the 20-21 school year the FastBridge Universal Screener became available and allows for screening in the fall, winter, and spring of a school year. FastBridge provides a suite of assessments to identify benchmark skills that students have mastered or are developing. These assessments provide valid, reliable data to identify students on track and those who require supplemental or intensive instruction. Individual teachers and teacher teams can use the data provided by FastBridge to more efficiently plan large and small group instruction and to track the effectiveness of core instruction, including classroom interventions.</p> <p>FastBridge Math Assessment-Fall (All Grades)</p> <p><i>Minimal Risk</i></p> <ul style="list-style-type: none"> • 25% of our Black/African American & Hispanic/Latino students’ scores indicated <i>minimal risk</i> • 60% of All Other students’ scores indicated <i>minimal risk</i> <p><i>Low Risk</i></p> <ul style="list-style-type: none"> • 33% of our Black/African American & Hispanic/Latino students’ scores indicated <i>low risk</i> • 28% of All Other students’ scores indicated <i>low risk</i> <p><i>Some Risk</i></p>

	<ul style="list-style-type: none"> • 30% of our Black/African American & Hispanic/Latino students' scores indicated <i>some risk</i> • 8% of All Other students' scores indicated <i>some risk</i> <p>High Risk</p> <ul style="list-style-type: none"> • 12% of our Black/African American & Hispanic/Latino students' scores indicated <i>high risk</i> • 4% of All Other students' scores indicated <i>high risk</i> <p>In total, 55 Black/African American and Hispanic/Latino students (42%) were identified by FastBridge on the fall assessment as being at <i>some</i> or <i>high risk</i> in mathematics compared to 12% for All Other students.</p>
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Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	FastBridge Universal Screener assessment administration	This assessment will be given three times during the 2021-22 school year. The first assessment functioned as our baseline data (see above) and provides us with information about students in need of additional intervention. The remaining two assessments (winter and spring) will act as progress monitoring tools which will allow us to measure the effectiveness of the interventions we are providing to our students at <i>some</i> or <i>high risk</i> .
	FastBridge Screening to Intervention (s2i) Report Training	Teachers participated in a training in how to utilize the s2i report to provide them with instructional and intervention recommendations based on the screening data.
	ALEKS practice activities	All teachers of Math 6, 7, and 8 at RHMS utilize ALEKS as a tool to support student learning of current skills and concepts as well as a tool to monitor student learning. ALEKS also supports student skill growth in areas outside of the current curriculum, supporting students in clarifying their understanding and closing conceptual and skill gaps. Teachers regularly monitor student performance on ALEKS to ensure students are progressing.

	<p>Pride Time</p>	<p>Pride Time (academic intervention time) occurs 30 minutes a day, four days a week. During this time, teachers call in students to provide support, including targeted supports, or enrichments for students.</p>
	<p>Participation in Grade Level Team meetings</p>	<p>Math team members participate in grade level team meetings focused on supporting struggling students. During these meetings, teachers in all subjects share successful interventions for individual students in an effort to support the student. Our math teachers actively participate in these meetings, sharing successful interventions, and implementing successful strategies others have shared within their classrooms.</p>
	<p>Department Collaboration</p>	<p>Members of the math team collaborate with one another. Part of this collaboration involves discussing strategies aimed at supporting students in general as they progress through math. This collaboration also involves sharing information about strategies that have supported specific student's learning in the past.</p>
<p>Timeline for Focus</p>	<p>Fall, 2021 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<p>Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. Teams will administer FastBridge three times during the year and collaboratively analyze results to inform lesson planning and targeted intervention strategies.</p>	

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	The number of Black/African American and Hispanic/Latino students who are identified through the FastBridge Universal Screener as at “some or high risk” in reading will decrease by 25% by the end of the year. <u>All</u> Black/African American and Hispanic/Latino students will show growth as measured by FastBridge by the end of the year.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students
Data and Rationale Supporting Focus Area	<p>There is a persistent gap (20-40%) of overall achievement between our Black/African American and Hispanic/Latino students and other RHMS students in English Language Arts. In previous years, the SBA was used as an instrument to identify proficiency towards meeting state standards in English Language Arts. In the 20-21 school year the FastBridge Universal Screener became available and allows for screening in the fall, winter, and spring of a school year. FastBridge provides a suite of assessments to identify benchmark skills that students have mastered or are developing. These assessments provide valid, reliable data to identify students on track and those who require supplemental or intensive instruction. While FastBridge does not measure students’ writing, it does provide specific, actionable data on students’ reading skills. Individual teachers and teacher teams can use the data provided by FastBridge to more efficiently plan large and small group instruction and to track the effectiveness of core instruction, including classroom interventions.</p> <p>FastBridge Reading Assessment-Fall (All Grades)</p> <p>Minimal Risk</p> <ul style="list-style-type: none"> • 25% of our Black/African American & Hispanic/Latino students’ scores indicated <i>minimal risk</i> • 57% of All Other students’ scores indicated <i>minimal risk</i> <p>Low Risk</p> <ul style="list-style-type: none"> • 26% of our Black/African American & Hispanic/Latino students’ scores indicated <i>low risk</i> • 25% of All Other students’ scores indicated <i>low risk</i> <p>Some Risk</p> <ul style="list-style-type: none"> • 28% of our Black/African American & Hispanic/Latino students’ scores indicated <i>some risk</i> • 12% of All Other students’ scores indicated <i>some risk</i>

High Risk

- 22% of our Black/African American & Hispanic/Latino students' scores indicated *high risk*
- 6% of All Other students' scores indicated *high risk*

In total, 66 Black/African American and Hispanic/Latino students (50%) were identified by FastBridge on the fall assessment as being at *some* or *high risk* in reading compared to 18% for All Other students.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
FastBridge Universal Screener assessment administration	This assessment will be given three times during the 2021-22 school year. The first assessment functioned as our baseline data (see above) and provides us with information about students in need of additional intervention. The remaining two assessments (winter and spring) will act as progress monitoring tools which will allow us to measure the effectiveness of the interventions we are providing to our students at <i>some</i> or <i>high risk</i> .
FastBridge Screening to Intervention (s2i) Report Training	Teachers participated in a training in how to utilize the s2i report to provide them with instructional and intervention recommendations based on the screening data.
Amplify Solo activities	Teachers will utilize the Solo activities which are part of the Amplify ELA curriculum to provide curriculum-based measures of student reading comprehension and analysis skills which teachers can use formatively to provide targeted whole class and small group interventions.
Pride Time	Pride Time (academic intervention time) occurs 30 minutes a day, four days a week. During this time, teachers call in students to provide support, including targeted supports, or enrichments for students.
Participation in Grade Level Team meetings	ELA team members participate in grade level team meetings focused on supporting struggling students.

		<p>During these meetings, teachers in all subjects share successful interventions for individual students in an effort to support the student. Our ELA teachers actively participate in these meetings, sharing successful interventions, and implementing successful strategies others have shared within their classrooms.</p>
	<p>Department Collaboration</p>	<p>Members of the ELA team collaborate with one another, especially within grade-level teams. Part of this collaboration involves discussing strategies aimed at supporting students in general. This collaboration also involves sharing information about strategies that have supported specific student's learning in the past.</p>
<p>Timeline for Focus</p>	<p>Fall, 2021 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<p>Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. Teams will administer FastBridge three times during the year and collaboratively analyze results to inform lesson planning and targeted intervention strategies.</p>	

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 the adults at school will increase by at least 10% by Spring 2022. The number of students who indicate that they “matter quite a bit” or “matter a tremendous amount” to other students at their school will increase by at least 10% by Spring 2021.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	On the Panorama survey given in October 2021, 28% of students indicated they were “extremely connected” or “quite connected” to the adults at their school right now. 42% of students indicate that they “matter quite a bit” or “matter a tremendous amount” to other students at their school.	
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 in 1 st 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.
	Weekly Student Connections Groups based on student interests and affinity during Pride Time	Classroom observations, surveys to students and staff. Tracking participation of students in the Student Connection Groups.
	Pride Time Pod Parties	Tracking participation of students in the parties
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Survey results shared, monthly update on positive communication efforts, themes from focus groups shared, participation in more student activities.	

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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was not met.

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.³ 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
	The principal will review the plan with our PTSA President and then parents at a PTSA meeting.	Meet with President and PTSA during January/February 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The principal will include information in a weekly newsletter about the purpose of the SIP and where to find in on the school’s website.	Winter 2022
	Share with families at a monthly Natural Leaders meeting.	Winter 2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>