

## Rush Creek Elementary 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>	
<b>Reading</b>	<p><b>Ellevator Cohorts</b> (SD 2, SD5)</p> <p><b>Zaretta Hammond Book Study</b> (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> <li>Understanding Culturally Responsive Teaching and Impact</li> </ul> <p><b>Interventions:</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li><b>RISE UP</b> <ul style="list-style-type: none"> <li>3-5 intervention structure</li> </ul> </li> </ul> <p><b>Reading Boot Camps (first 6 weeks)</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>Grades 1-5 academic boost based on end of year data</li> </ul> <p><b>Reading curriculum pilot</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>Benchmark Advanced</li> <li>MyView</li> </ul> <p><b>Science of Reading (LETRS)/ Structured Literacy</b> (SD5)</p> <ul style="list-style-type: none"> <li>self-selected staff are trained and principal</li> </ul>	<p><b>Interventions:</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li><b>RISE</b> <ul style="list-style-type: none"> <li>K-2 intervention structure</li> </ul> </li> <li><b>Reading Corps</b> <ul style="list-style-type: none"> <li>IA will meet with tutors weekly</li> </ul> </li> <li><b>ADSIS Interventionist</b> <ul style="list-style-type: none"> <li>Data driven groups and intervention selection</li> </ul> </li> </ul> <p><b>EL &amp; SPED</b> (SD1, SD2, SD3, SD5)</p> <ul style="list-style-type: none"> <li>aligning grade level instructional standards from classroom and SPED or EL</li> <li>collaboration between grade levels, SPED, and EL staff to support student learning in all settings</li> <li>understanding of Common Summative Assessment</li> </ul> <p><b>NUA Cohort work</b> (SD2)</p> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> </ul>	<p><b>Balanced Literacy Reading Model</b> (SD2, SD4)</p> <ul style="list-style-type: none"> <li>Guided Groups</li> <li>Differentiated independent practice</li> </ul> <p><b>Instructional ESP training</b> (SD1, SD3, SD4)</p> <ul style="list-style-type: none"> <li>Monthly Meetings with IAs</li> </ul> <p><b>PLTs</b> (SD2, SD4, SD5)</p> <ul style="list-style-type: none"> <li>Data for intervention placement and guided groups                             <ul style="list-style-type: none"> <li>A-Reading</li> <li>MCAs</li> <li>Oral Reading</li> <li>AUTO Reading</li> <li>CBMs</li> <li>FRY words</li> </ul> </li> <li>Identifying instructional practices</li> </ul> <p><b>Interventions:</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>LLI, Gate, Rhyme Magic, Early Success, Soar, etc.</li> </ul>	
All Students				
Basic Goal				Trans. Goal
80.2				85.2
*See attached addendum for more detailed information				
<b>Math</b>	<p><b>Math Corp Intervention</b> (SD2, SD5)</p> <p><b>Concept Quest</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>Trained teachers and TAG co-facilitate</li> </ul> <p><b>Bridges small groups in classroom</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>Classroom teachers access Bridges Intervention</li> </ul> <p><b>Zaretta Hammond Book Study</b> (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> <li>Understanding Culturally Responsive Teaching and Impact</li> </ul>	<p><b>ADSIS Interventionist</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>Data driven groups and intervention selection</li> </ul> <p><b>EL &amp; SPED</b> (SD1, SD2, SD3, SD5)</p> <ul style="list-style-type: none"> <li>aligning grade level instructional standards from classroom and SPED or EL</li> <li>collaboration between grade levels, SPED, and EL staff to support student learning in all settings</li> <li>understanding of Common Summative and Formative Assessments</li> </ul> <p><b>NUA Cohort work</b> (SD2)</p> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> </ul>	<p><b>Bridges Curriculum</b> (SD2, SD4)</p> <ul style="list-style-type: none"> <li>Set grade level times                             <ul style="list-style-type: none"> <li>Number Corner</li> <li>Bridges Math</li> <li>Grade level pacing and standards</li> </ul> </li> </ul> <p><b>PLT</b> (SD2, SD4, SD5)</p> <ul style="list-style-type: none"> <li>A-Math, MCAs</li> <li>Unit Assessments, Number Corner Check points</li> <li>Daily Observations</li> </ul>	
All Students				
Basic Goal				Trans. Goal
87.0				92.0
*See attached addendum for more detailed information				

		<ul style="list-style-type: none"> <li>peer observations</li> <li>coaching on instructional practices</li> </ul> <p><b>Bridges Intervention</b> (SD2, SD5)</p> <ul style="list-style-type: none"> <li>IA and SPED pull out groups</li> </ul>																						
<p><b>Student Management</b></p> <p>Evidence of Need: 2021-2022 Office discipline referral data showed that 50.7% were from the classroom and 22.5% were from the playground.</p> <p>Measured Behavior: Office Discipline Referrals</p> <p>Baseline Data by Target Group:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>% ENR</th> <th>% ODR</th> </tr> </thead> <tbody> <tr> <td>Am Ind</td> <td>1%</td> <td>7%</td> </tr> <tr> <td>Asian</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>Black</td> <td>6%</td> <td>12%</td> </tr> <tr> <td>Latino/a/e</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>White</td> <td>74%</td> <td>49%</td> </tr> <tr> <td>Multi</td> <td>8%</td> <td>18%</td> </tr> </tbody> </table> <p>Goal: Increase the capacity of staff to engage in restorative practices and active supervisions to assist in building positive and predictable relationships with adults to reduce physical aggression on the playground.</p>	2021-22	% ENR	% ODR	Am Ind	1%	7%	Asian	8%	4%	Black	6%	12%	Latino/a/e	3%	11%	White	74%	49%	Multi	8%	18%	<p><b>SEL Curriculum- Harmony</b> (SD1, SD3, SD4)</p> <p><b>Zaretta Hammond Book Study</b> (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> <li>Understanding Culturally Responsive Teaching and Impact</li> </ul> <p><b>Restorative Practices</b> (SD1, SD3)</p> <ul style="list-style-type: none"> <li>Embedded into classroom processes and community</li> </ul> <p><b>Student Support Team</b> (SD1, SD3, SD5)</p> <ul style="list-style-type: none"> <li>Weekly student support planning meetings</li> <li>Develop student leadership team</li> </ul>	<p><b>Student Intervention Team (SIT)</b> (SD2, SD4, SD5)</p> <ul style="list-style-type: none"> <li>SABERS Data</li> <li>Academic Data</li> <li>ODR Data</li> <li>SIT Forms</li> </ul> <p><b>NUA Cohort work</b> (SD2)</p> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> <li>community builders in classrooms</li> </ul> <p><b>Alternate Recess Room:</b> (SD1, SD2)</p> <ul style="list-style-type: none"> <li>Counselor, BIT, SW</li> <li>self-regulation, socialization, self advocacy skill development</li> </ul> <p><b>ESP Professional Development:</b> (SD1, SD2, SD4)</p> <ul style="list-style-type: none"> <li>Active Supervision</li> <li>Restorative Practices and problem solving</li> <li>Problem Solving</li> </ul> <p><b>Lee Carlson Mental Health</b> (SD5)</p> <ul style="list-style-type: none"> <li>In school mental health supports for students</li> </ul>	<p><b>PBIS</b> (SD1, SD4, SD5)</p> <ul style="list-style-type: none"> <li>Rocky's Way Slips</li> <li>Student of the Week</li> <li>School Reward Day</li> <li>Buddy rooms</li> </ul> <p><b>Morning Meetings in Classrooms</b> (SD1, SD4)</p> <p><b>Zones for Recess</b> (SD1, SD5)</p> <ul style="list-style-type: none"> <li>Assigned play areas and equipment</li> <li>Teach expectations and activities</li> <li>Free choices transition</li> </ul>
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<p>Increase the capacity of staff to engage in culturally responsive teaching using NUA and CLEAR to support student engagement in the classroom and school to reduce total referrals to reflect the percentage of each student groups enrollment.</p> <p>2022-23 % ENR  Am Ind 1%  Asian 8.4%  Black 10.9%  Latino/a/e 2.7%  White 69.1%  Multi 8.2%</p>			
<p><b>Family Engagement</b></p> <p>Evidence of Need:  Decrease in active volunteers and family events due to pandemic restrictions. In 2021-2022 there were 268 active volunteers creating a total of 3,263 hours of volunteer service.</p> <p>Goal:  Increase the number of active volunteers in the school building. Enhance the offering of family and community events during and after school hours.</p>	<p><b>PTO/FACE collaboration (SD1, SD3, SD5)</b></p> <ul style="list-style-type: none"> <li>Family input on events offered</li> </ul> <p><b>Volunteer process barrier identification (SD5)</b></p> <ul style="list-style-type: none"> <li>Form completion</li> <li>Communication of opportunities</li> </ul>	<p><b>Volunteer Coordinator focused work (SD1)</b></p> <ul style="list-style-type: none"> <li>Recruit new volunteers</li> <li>Communicate opportunities to families</li> <li>Support families during volunteer times</li> </ul> <p><b>PBIS (SD1, SD3, SD5)</b></p> <ul style="list-style-type: none"> <li>Parent representatives on PBIS Committee</li> </ul>	<p><b>Family night events (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>Binglow</li> <li>Stem Night</li> <li>Rocky's Road Race</li> <li>Carnival</li> </ul> <p><b>Family Communications (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Rush Creek Newsletter</li> <li>Talking Points</li> <li>Peachjar</li> </ul>

**Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:**

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2023-24 Goal Priority		Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<b>Reading</b>		<b>Ellevator Cohorts (SD2, SD5)</b>  <b>Zaretta Hammond Book Study (SD1, SD2, SD5)</b> <ul style="list-style-type: none"> <li>Understanding Culturally Responsive Teaching and Impact</li> </ul> <b>Reading Boot Camps (first 6 weeks) (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Grades 1-5 academic boost based on end of year data</li> </ul> <b>New Reading curriculum (SD2, SD4)</b> <ul style="list-style-type: none"> <li>Benchmark Advanced or</li> <li>MyView</li> </ul> <b>Science of Reading (LETRS) / Structured Literacy (SD5)</b> <ul style="list-style-type: none"> <li>self-selected staff are trained and principal</li> </ul>	<b>New Reading curriculum (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Benchmark Advanced or</li> <li>MyView</li> </ul> <b>NUA Cohort work (SD2)</b> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> </ul> <b>Interventions: (SD2, SD5)</b> <ul style="list-style-type: none"> <li><b>RISE UP</b> <ul style="list-style-type: none"> <li>3-5 intervention structure</li> </ul> </li> <li><b>ADSIS Interventionist</b> <ul style="list-style-type: none"> <li>Data driven groups and intervention selection</li> </ul> </li> </ul> <b>EL &amp; SPED (SD1, SD2, SD3, SD5)</b> <ul style="list-style-type: none"> <li>aligning grade level instructional standards from classroom and SPED or EL</li> <li>collaboration between grade levels, SPED, and EL staff to support student learning in all settings</li> <li>understanding of Common Summative Assessment</li> </ul> <b>Reading Boot Camps (first 6 weeks) (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Grades 1-5 academic boost based on end of year data</li> </ul>	<b>Balanced Literacy Reading Model (SD2, SD4)</b> <ul style="list-style-type: none"> <li>Guided Groups</li> <li>Differentiated independent practice</li> </ul> <b>Instructional ESP training (SD1, SD3, SD4)</b> <ul style="list-style-type: none"> <li>Monthly Meetings with IAs</li> </ul> <b>PLTs (SD2, SD4, SD5)</b> <ul style="list-style-type: none"> <li>Data for intervention placement and guided groups <ul style="list-style-type: none"> <li>A-Reading</li> <li>MCAs</li> <li>Oral Reading</li> <li>AUTO Reading</li> <li>CBMs</li> <li>FRY words</li> </ul> </li> <li>Identifying instructional practices</li> </ul> <b>Interventions: (SD2, SD5)</b> <ul style="list-style-type: none"> <li><b>RISE</b> <ul style="list-style-type: none"> <li>K-2 intervention structure</li> </ul> </li> <li><b>Reading Corps</b> <ul style="list-style-type: none"> <li>IA will meet with tutors weekly</li> </ul> </li> <li><b>LLI, Gate, Rhyme Magic, Early Success, Soar, etc.</b></li> </ul>
All Students				
Basic Goal	Trans. Goal			
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Basic Goal	Trans. Goal			
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	<b>Science of Reading (LETRS) / Structured Literacy (SD2, SD5)</b>	<ul style="list-style-type: none"> <li>● implementing Culturally Responsive Teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly Meetings with IAs</li> </ul>		
*No data available at this time	<ul style="list-style-type: none"> <li>● Training for more staff</li> <li>● Implementation planning</li> </ul>	<b>NUA Cohort work (SD2)</b>	<b>PLTs (SD2, SD4, SD5)</b>		
		<ul style="list-style-type: none"> <li>● Monthly mentor meeting</li> <li>● peer observations</li> <li>● coaching on instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>● Data for intervention placement and guided groups               <ul style="list-style-type: none"> <li>○ A-Reading</li> <li>○ MCAs</li> <li>○ Oral Reading</li> <li>○ AUTO Reading</li> <li>○ CBMs</li> <li>○ FRY words</li> </ul> </li> </ul>		
		<b>Interventions: (SD2, SD5)</b>	<ul style="list-style-type: none"> <li>● Identifying instructional practices</li> </ul>		
		<ul style="list-style-type: none"> <li>● <b>ADSIS Interventionist</b> <ul style="list-style-type: none"> <li>○ Data driven groups and intervention selection</li> </ul> </li> </ul>	<b>Interventions: (SD2, SD5)</b>		
	<b>Reading Boot Camps (first 6 weeks) (SD2, SD5)</b>	<ul style="list-style-type: none"> <li>● <b>RISE</b> <ul style="list-style-type: none"> <li>○ K-2 intervention structure</li> </ul> </li> <li>● <b>RISE UP</b> <ul style="list-style-type: none"> <li>○ 3-5 intervention structure</li> </ul> </li> <li>● <b>Reading Corps</b> <ul style="list-style-type: none"> <li>○ IA will meet with tutors weekly</li> </ul> </li> <li>● <b>LLI, Gate, Rhyme Magic, Early Success, Soar, etc.</b></li> </ul>			
	<ul style="list-style-type: none"> <li>● Grades 1-5 academic boost based on end of year data</li> </ul>	<ul style="list-style-type: none"> <li>● <b>EL &amp; SPED (SD1, SD2, SD3, SD5)</b> <ul style="list-style-type: none"> <li>● aligning grade level instructional standards from classroom and SPED or EL</li> <li>● collaboration between grade levels, SPED, and EL staff to support student learning in all settings</li> <li>● understanding of Common Summative Assessment</li> </ul> </li> </ul>			



			<b>NUA Cohort work (SD2)</b> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> </ul>				
<b>Math</b> All Students <table border="1"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> *No data available at this time	Basic Goal	Trans. Goal			<b>EL &amp; SPED (SD1, SD2, SD3, SD5)</b> <ul style="list-style-type: none"> <li>Co-teaching models</li> </ul> <b>Interventions w/ ESPs (SD1, SD3, SD5)</b> <ul style="list-style-type: none"> <li>Train ESPs in research-based math interventions</li> </ul>	<b>Math Corp Intervention (SD2, SD5)</b>  <b>Bridges small groups in classroom (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Classroom teachers access Bridges Intervention</li> </ul> <b>ADSIS Interventionist (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Data driven groups and intervention selection</li> </ul> <b>Concept Quest (SD2, SD5)</b> <ul style="list-style-type: none"> <li>Trained teachers and TAG co-facilitate</li> </ul> <b>Zaretta Hammond Book Study (SD1,SD2, SD5)</b> <ul style="list-style-type: none"> <li>implementing Culturally Responsive Teaching practices</li> </ul> <b>NUA Cohort work (SD2)</b> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> </ul>	<b>Bridges Curriculum (SD2, SD4)</b> <ul style="list-style-type: none"> <li>Set grade level times <ul style="list-style-type: none"> <li>Number Corner</li> <li>Bridges Math</li> <li>Grade level pacing and standards</li> </ul> </li> </ul> <b>Bridges Intervention (SD2, SD5)</b> <ul style="list-style-type: none"> <li>IA and SPED pull out groups</li> <li>Classroom small groups</li> </ul> <b>PLT (SD2, SD4, SD5)</b> <ul style="list-style-type: none"> <li>A-Math, MCAs</li> <li>Unit Assessments, Number Corner Check points</li> <li>Daily Observations</li> </ul> <b>NUA Cohort work (SD2)</b> <ul style="list-style-type: none"> <li>Monthly mentor meeting</li> <li>peer observations</li> <li>coaching on instructional practices</li> </ul> <b>EL &amp; SPED (SD1, SD2, SD3, SD5)</b> <ul style="list-style-type: none"> <li>aligning grade level instructional standards from classroom and SPED or EL</li> <li>collaboration between grade levels, SPED, and EL staff to support student learning in all settings</li> <li>understanding of Common Summative and Formative Assessments</li> </ul>
Basic Goal	Trans. Goal						
<b>Student Management</b> Evidence of Need: 2023-2024 Office discipline referral data showed  Measured Behavior: Office Discipline Referrals	<b>Community partnerships for student mentorship (SD3, SD5)</b> <ul style="list-style-type: none"> <li>mentor Rocky’s Crew members</li> </ul> <b>ESP Professional Development: (SD1, SD2, SD4)</b> <ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Culturally Responsive Practices (Hammond)</li> </ul>	<b>Student Intervention Team (SIT) (SD2, SD5)</b> <ul style="list-style-type: none"> <li>SABERS Data</li> <li>Academic Data</li> <li>ODR Data</li> <li>SIT Forms</li> </ul> <b>Alternate Recess Room: (SD1, SD2)</b> <ul style="list-style-type: none"> <li>Counselor, BIT, SW</li> </ul>	<b>PBIS (SD1, SD4, SD5)</b> <ul style="list-style-type: none"> <li>Rocky’s Way Slips</li> <li>Student of the Week</li> <li>School Reward Day</li> <li>Buddy rooms</li> </ul> <b>Student Intervention Team (SIT) (SD2, SD4, SD5)</b> <ul style="list-style-type: none"> <li>SABERS Data</li> </ul>				

<p>Baseline Data by Target Group:</p> <table border="1"> <tr> <td>2022-23</td> <td>% ENR</td> </tr> <tr> <td>Am Ind</td> <td>1%</td> </tr> <tr> <td>Asian</td> <td>8.4%</td> </tr> <tr> <td>Black</td> <td>10.9%</td> </tr> <tr> <td>Latino/a/e</td> <td>2.7%</td> </tr> <tr> <td>White</td> <td>69.1%</td> </tr> <tr> <td>Multi</td> <td>8.2%</td> </tr> </table>	2022-23	% ENR	Am Ind	1%	Asian	8.4%	Black	10.9%	Latino/a/e	2.7%	White	69.1%	Multi	8.2%		<ul style="list-style-type: none"> <li>• self-regulation, socialization, self-advocacy skill development</li> </ul> <p><b>SEL Curriculum- Harmony</b> (SD1, SD3, SD4)</p> <p><b>Restorative Practices</b> (SD1, SD3)</p> <ul style="list-style-type: none"> <li>• Embedded into classroom processes and community</li> </ul> <p><b>Zaretta Hammond Book Study</b> (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> <li>• implementing Culturally Responsive Teaching practices</li> </ul> <p><b>NUA Cohort work</b> (SD2)</p> <ul style="list-style-type: none"> <li>• Monthly mentor meeting</li> <li>• peer observations</li> <li>• coaching on instructional practices</li> <li>• community builders in classrooms</li> </ul> <p><b>Student Support Team</b> (SD1, SD3, SD5)</p> <ul style="list-style-type: none"> <li>• Weekly student support planning meetings</li> </ul> <p><b>Rocky's Crew</b> (SD1, SD3, SD5)</p> <ul style="list-style-type: none"> <li>• student leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Data</li> <li>• ODR Data</li> <li>• SIT Forms</li> </ul> <p><b>Student Support Team</b> (SD1, SD3, SD5)</p> <ul style="list-style-type: none"> <li>• Weekly student support planning meetings</li> </ul> <p>student leadership team</p> <p><b>Morning Meetings in Classrooms</b> (SD1, SD4)</p> <ul style="list-style-type: none"> <li>• community builders in classrooms</li> </ul> <p><b>ESP Professional Development:</b> (SD1, SD2, SD4)</p> <ul style="list-style-type: none"> <li>• Active Supervision</li> <li>• Restorative Practices and problem solving</li> <li>• Problem Solving</li> </ul> <p><b>Zones for Recess</b> (SD1, SD5)</p> <ul style="list-style-type: none"> <li>• Assigned play areas and equipment</li> <li>• Teach expectations and activities</li> <li>• Free choices transition</li> </ul> <p><b>Lee Carlson Mental Health</b> (SD5)</p> <ul style="list-style-type: none"> <li>• In school mental health supports for students</li> </ul>
2022-23	% ENR																
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<p>Goal:</p> <p>Increase the capacity of staff to engage in restorative practices and active supervisions to assist in building positive and predictable relationships with adults to reduce physical aggression on the playground.</p> <p>Increase the capacity of staff to engage in culturally responsive teaching using NUA and CLEAR to support student engagement in the classroom and school to reduce total referrals to reflect the percentage of each student groups enrollment.</p> <table border="1"> <tr> <td>2024-25</td> <td>% ENR</td> </tr> <tr> <td>Am Ind</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Black</td> <td></td> </tr> <tr> <td>Latino/a/e</td> <td></td> </tr> <tr> <td>White</td> <td></td> </tr> <tr> <td>Multi</td> <td></td> </tr> </table>	2024-25	% ENR	Am Ind		Asian		Black		Latino/a/e		White		Multi				
2024-25	% ENR																
Am Ind																	
Asian																	
Black																	
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<p><b>Family Engagement</b></p> <p>Evidence of Need: TBD</p>	<p><b>Family Feedback on Conference Structure (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>• Improve two-way communication</li> <li>• Relationship/partnership building</li> <li>• Goal setting/progress communication</li> <li>• Student led conferences</li> </ul>	<p><b>Volunteer Coordinator focused work (SD1)</b></p> <ul style="list-style-type: none"> <li>• Recruit new volunteers</li> <li>• Communicate opportunities to families</li> <li>• Support families during volunteer times</li> </ul>	<p><b>Family night events (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>• Binglow</li> <li>• Stem Night</li> <li>• Rocky's Road Race</li> <li>• Carnival</li> </ul>
<p>Goal: Increase the number of active volunteers in the school building. Enhance the offering of family and community events during and after school hours.</p>		<p><b>Volunteer process (SD1)</b></p> <ul style="list-style-type: none"> <li>• Address new barriers</li> <li>• form completion barriers</li> <li>• Communication of opportunities</li> </ul> <p><b>PTO/FACE collaboration (SD5)</b></p> <ul style="list-style-type: none"> <li>• Family input on events offered</li> <li>• Feedback forms for events</li> </ul>	<p><b>Family Communications (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>• Rush Creek Newsletter</li> <li>• Talking Points</li> <li>• Peachjar</li> </ul> <p><b>PBIS (SD1, SD4, SD5)</b></p> <ul style="list-style-type: none"> <li>• Parent representatives on PBIS Committee</li> </ul> <p><b>Volunteer Coordinator focused work (SD1)</b></p> <ul style="list-style-type: none"> <li>• Recruit new volunteers</li> <li>• Communicate opportunities to families</li> <li>• Support families during volunteer times</li> </ul>

**Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:**

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

# SIP Data Sheet

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction; (3) student behavior; (4) family engagement and, if applicable, (5) a graduation rate goal.

## Guidelines

- (1) The district will insert the basic and transformational goals before the start of school using the 2022-2023 cohorts (incoming students for Fall 2022).
- (2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (3) Initial Fall 2022 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (4) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (5) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? Is this part of a longer trend?
  - b. What adult practices might be contributing to the results? What could be root causes?
  - c. What research-based actions, strategies, and interventions may help students meet the goals?
  - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

### FastBridge Progress to Fluency

Priority One: READING							<i>Measure: Proficiency (% Low Risk on FastBridge)</i>	
Column Header	Definition							
<b>Results</b>	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring							
<b>Basic Goal</b>	Based on the district average percentage of students progressing from high risk or some risk to low risk							
<b>Transformational Goal (Trans)</b>	Based on the highest percentage of students progressing from high risk or some risk to low risk at each grade within the district							
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met		

School	Group	Results Spring 2019 (DIBELS)	Results Spring 2020	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
Rush Creek	KG	60%	27%	0%	19%	21%	44%
Rush Creek	Grd 1	79%	58%	36%	26%	22%	38%
Rush Creek	Grd 2	45%	8%	6%	28%	24%	38%

Adapted September 22

**Reading (cont.)**

**MCA Reading Index Rates**

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>					
<b>Column Header</b>							
<b>Index Rate</b>	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points						
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1						
<b>Basic Goal Calculation</b>	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years						
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points						
<b>Color Coding</b>	<b>10+ points below basic goal</b>	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal	

<b>Group</b>	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
<b>All Students</b>	<b>85.0</b>	<b>87.2</b>	<b>85.6</b>	<b>83.7</b>	<b>85.3</b>	<b>85.5</b>	<b>80.2</b>	<b>85.2</b>
Grade 3	87.8	86.8	82.4	84.0	88.2	85.6	67.5	72.5
Grade 4	79.6	88.9	81.1	81.9	84.2	82.7	87.0	92.0
Grade 5	88.4	86.0	93.2	83.7	85.0	88.0	87.9	92.9
Amln/Haw						83.3		
Asian	79.7	82.8				81.8		
Black	42.3	46.7				63.0		
Hispanic	86.7	77.3				91.7		
White	89.6	89.8				87.9		
Multiracial	75.0	87.5				85.4		
ML/EL						55.0		
Spec Ed	59.3	57.4				63.3		
F/R Lunch	42.9	54.2				51.8		
Female	86.0	89.5				86.2		
Male	84.1	84.4				84.8		

Reading (cont.)

MCA Reading Proficiency

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (% Proficient)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Results</b>	% Proficient on MCA Reading for students enrolled as of October 1st	
<b>Trend</b>	Shows directional change in proficiency from Spring 2019 to Spring 2022	

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
State	60%	60%	53%	52%	↓
All Students - District	57%	56%	51%	50%	↓
All Students - Site	79%	80%	79%	77%	↓
Am Ind	n<5	100%	n<5	n<5	⊗
Asian	76%	74%	69%	77%	↑
Black	27%	35%	57%	47%	↑
Hispanic	75%	73%	n<5	83%	↑
White	84%	83%	81%	80%	↓
Multiracial	70%	83%	68%	77%	↓
EL	33%	13%	n<5	31%	↑
SPED	52%	55%	52%	50%	↓
F/R Meals	33%	40%	67%	31%	↓
Female	80%	83%	81%	79%	↓
Male	78%	78%	76%	75%	↓

Reading (cont.)

FastBridge aReading Growth

<b>Priority One: READING</b>		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Typical Growth</b>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles	
<b>Aggressive Growth</b>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles	

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

<b>Group</b>	<b>FastBridge Results Spring 2021</b>		<b>FastBridge Results Spring 2022</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%
<b>All Students - District</b>	52%	28%	45%	21%
<b>All Students - Site</b>	62%	34%	43%	21%
Kindergarten	63%	17%	37%	8%
Grade 2	68%	41%	57%	35%
Grade 3	54%	38%	27%	13%
Grade 4	68%	44%	54%	26%
Grade 5	56%	25%	34%	16%
Am Ind	n<5	n<5	n<5	n<5
Asian	48%	48%	35%	16%
Black	54%	27%	42%	27%
Hispanic	61%	27%	57%	38%
White	65%	35%	41%	19%
Multiracial	69%	34%	49%	13%
EL/ML	55%	32%	47%	33%
SPED	63%	25%	46%	28%
F/R Meals	53%	30%	46%	28%
Female	62%	35%	43%	19%
Male	62%	33%	43%	23%
Very Low Risk	35%	11%	25%	3%
Low Risk	67%	27%	36%	11%
Some Risk	55%	25%	46%	22%
High Risk	74%	54%	63%	46%

**Math:**

**MCA Math Index Rates**

<b>Priority Two: MATHEMATICS</b>			<i>Measure: MCA Proficiency (Index Rates)</i>			
<b>Column Header</b>						
<b>Index Rate</b>	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1					
<b>Basic Goal Calculation</b>	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points					
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal

<b>Group</b>	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
<b>All Students</b>	<b>88.5</b>	<b>90.6</b>	<b>89.0</b>	<b>85.9</b>	<b>93.0</b>	<b>87.5</b>	<b>87.0</b>	<b>92.0</b>
Grade 3	93.7	97.0	93.5	93.3	94.9	94.6	94.5	99.5
Grade 4	87.2	92.9	90.3	87.5	92.7	90.0	91.5	96.5
Grade 5	85.1	83.0	84.1	77.8	91.6	78.7	74.5	79.5
Amln/Haw								
Asian	83.8	85.7	71.4			84.1		
Black	44.2	46.7				50.0		
Hispanic	76.7	81.8				83.3		
White	93.3	93.2	90.5			91.7		
Multiracial	87.5	96.9	81.3			81.3		
ML/EL						55.0		
Spec Ed	66.3	63.5	70.7			74.5		
F/R Lunch	39.3	45.8				48.2		
Female	89.3	90.0	88.3			86.2		
Male	87.8	91.3	89.8			88.9		



**Math (cont.)**

**MCA Math Proficiency**

<b>Priority Two: MATH</b>		<i>Measure: MCA Proficiency (% Proficient)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Results</b>	% Proficient on MCA Math	
<b>Trend</b>	Shows directional change in proficiency from Spring 2019 to Spring 2022	

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

**Note: The 2019 results were pre-COVID.**

<b>Group</b>	<b>MCA (% Proficient)</b>				<b>Trend</b>
	<b>Results Spring 2018</b>	<b>Results Spring 2019</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	
State	58%	55%	44%	46%	↓
All Students - District	54%	50%	41%	43%	↓
All Students - Site	83%	84%	82%	80%	↓
Am Ind	n<5	100%	n<5	n<5	⊗
Asian	82%	76%	63%	77%	↑
Black	38%	35%	71%	34%	→
Hispanic	56%	73%	n<5	83%	↑
White	88%	87%	85%	87%	→
Multiracial	85%	83%	68%	69%	↓
EL	33%	38%	n<5	31%	↓
SPED	60%	58%	60%	62%	↑
F/R Meals	33%	40%	67%	31%	↓
Female	84%	82%	81%	78%	↓
Male	82%	86%	83%	82%	↓



**Math (cont.)**

**FastBridge aMath Growth**

<b>Priority Two: MATH</b>		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Typical Growth</b>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles	
<b>Aggressive Growth</b>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles	

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth

<b>Group</b>	<b>FastBridge Results Spring 2021</b>		<b>FastBridge Results Spring 2022</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%
<b>All Students - District</b>	56%	35%	51%	25%
<b>All Students - Site</b>	65%	42%	52%	26%
Grade 2	55%	30%	55%	31%
Grade 3	60%	42%	36%	16%
Grade 4	67%	41%	70%	38%
Grade 5	76%	54%	49%	20%
Am Ind	n<5	n<5	n<5	n<5
Asian	65%	52%	66%	50%
Black	56%	29%	49%	32%
Hispanic	54%	31%	38%	9%
White	68%	45%	53%	24%
Multiracial	65%	42%	52%	24%
EL/ML	60%	33%	53%	33%
SPED	58%	36%	27%	19%
F/R Meals	62%	40%	49%	28%
Female	68%	44%	55%	28%
Male	61%	40%	50%	25%
Very Low Risk	66%	35%	48%	19%
Low Risk	60%	48%	60%	30%
Some Risk	76%	51%	51%	25%
High Risk	59%	40%	54%	35%

