

Rush Elementary School

School Improvement Plan

Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: Rush Elementary is a school where all students are provided with a rich academic program in a safe, nurturing environment. Rush is in South-Redmond, and most students who graduate from Rush Elementary attend Rose Hill Middle School and then Lake Washington High School. Currently, about 650 students attend Rush Elementary. 7.4% of our students meet the qualification for Low Income Level, 9.5% qualify for Special Education Services, and 31.2% meet the qualification criteria for Multi-Language Learner support. One of our strengths as a community is the diversity of our students who bring rich knowledge and experiences from many cultural backgrounds. Our students and families speak more than 40 languages and come from all over the United States and the world. We have one of the largest Multilingual Learner programs in the district and provide a differentiated model to support each student. Our teachers use Sheltered Instruction Observation Protocol (SIOP) strategies in their classrooms to help all students be successful, including our multilingual learners. Using a Multi-Tiered Systems of Support (MTSS) approach, we use data to carefully decide how best to support students and provide an appropriate level of academic and behavioral support. Our staff is committed to a schoolwide Positive Behavioral Interventions & Supports (PBIS) implementation. Taking a proactive approach to teaching students clearly defined behavior expectations has allowed us to collect data and address student needs in a positive and supportive way. This proactive approach will also increase our students' sense of belonging at Rush. To provide our students with a strong tier 1 foundation and build our students' sense of community, our PBIS committee is participating in Restorative Practices professional development. Our work with Restorative Practices will focus on nurturing healthy relationships and creating just and equitable learning spaces where our students can thrive as they feel welcomed, valued, and appreciated. This year, we are focused on improving our small group reading instruction with a focus on making sure all students have the foundational skills they need to be successful readers. We are in our second year of our inclusion work. Last year we welcomed students and families back to Rush, their home school. We have started school-wide instruction on peer allyship and teachers continuing to work on removing barriers and providing access points for all students. We believe partnering with families is essential to our success. Teachers meet with families at least twice a year during Family Connection meetings in August and conferences in January. We also invite family members to join our leadership teams to ensure that families have a voice at our school and that we are creating more equitable opportunities for all students. Our PTA always supports the educational process and provides enriching programs which further enhance the positive school climate and culture for our students and their families. We are confident that Rush provides a strong academic and social emotional learning experience where children can thrive, and families feel involved. Our teachers spend considerable time on staff development to continuously improve their practices and meet the needs of each child. We believe that every student can achieve high standards, and we work hard to ensure success for each of our students.

Mission Statement: *Accept where students are, then inspire, engage and challenge them to reach personal success.*

¹ LWSD School Board Approval on <insert date>

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-5th Grade Students	The percentage of students reading at grade level, based of end-of-year report cards, will increase. Disproportionality in reading at grade level based on income level, race, and special education status will also decrease in each category.
2	Speaking	1st Grade Multilingual Learners (ML)	Each 1 st grade Multilingual Learner will increase their WIDA score in speaking by at least 1 point by the end of the year.
3	Self-Efficacy	3rd Grade Students	75% of students in grades 3-5 will respond positively to the self-efficacy questions on the Panorama Survey. Disproportionality in our data based on income level, race, special education status, and 504 status will also decrease.

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	English Language Arts/Literacy								
Focus Area	Reading at Grade Level								
Focus Grade Level(s) and/or Student Group(s)	K-5								
Desired Outcome	The percentage of students reading at grade level, based on end-of-year report cards, will increase. Disproportionality in reading at grade level based on income level, race, and special education status will also decrease in each category.								
Alignment with District Strategic Initiatives	MTSS								
Data and Rationale Supporting Focus Area	The reading at grade level score on the report card indicates if students have met the end-of-year expectations in reading. Based on last year's report card, 80% of our students were reading at grade level. When the data is disaggregated, there are multiple areas of disproportionality. Only 43% of our low-income students are reading at grade level compared to 83% of our non-low-income students. Similarly, 67% of our Hispanic/Latino students are reading at grade level and 57% of our Black students are reading at grade level. This compares to 76% of our White students and 84% of our Asian students who were reading at grade level. There is an even larger discrepancy between our students who receive Special Education services and those who do not; 37% of students who receive Special Education services are reading at grade level and 85% of our students who do not receive Special Education services are reading at grade level. Since there are inequities for multiple groups of students, we will work across the school to improve the percentage of students reading at grade level while also carefully monitoring these subgroups.								
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Timeline for Focus	Fall, 2023 - Summer, 2025																

Method(s) to Monitor Progress	<ul style="list-style-type: none">• Disaggregated FastBridge universal screener benchmarks (Fall, Winter, Spring)• Disaggregated, ongoing progress monitoring in FastBridge• LWSD Foundational Skills Mini-Assessments• District Wonders Assessments
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Priority #2

Priority Area	English Language Arts/Literacy														
Focus Area	Expressive Language for our Multilingual learners (ML).														
Focus Grade Level(s) and/or Student Group(s)	1 st Grade														
Desired Outcome	Each 1 st grade Multilingual learner will increase their WIDA score in speaking by at least 1 point by the end of the year.														
Alignment with District Strategic Initiatives	MTSS														
Data and Rationale Supporting Focus Area	<p>Each year, our Multilingual learners (ML) take the WIDA assessment to evaluate their English language proficiency. The WIDA assesses four different areas: proficiency in listening, reading, speaking, and writing. Students receive a score from one to six in each area. For students to exit the ML program, they need to score an overall of 4.0 in kindergarten through 2nd grade and an overall score of 4.7 in grades two through twelve. Average WIDA scores for last spring are shown below:</p> <table border="1"> <thead> <tr> <th>Listening Proficiency Level</th> <th>Reading Proficiency Level</th> <th>Speaking Proficiency Level</th> <th>Writing Proficiency Level</th> </tr> </thead> <tbody> <tr> <td align="center">4.99</td> <td align="center">3.99</td> <td align="center">3.50</td> <td align="center">3.04</td> </tr> </tbody> </table> <p>Recently the state of Washington moved from using the ELPA21 to assess Multilingual learners to the WIDA. With the change, we saw a significant decrease in our speaking scores, as did most schools across the state. The main reason is WIDA puts more emphasis on academic vocabulary. We chose to focus on first grade as we have the greatest number of students who qualify for ML support in first grade and these students need a higher level of support than students in other grades. We have the largest number of pullout support groups in first grade.</p>			Listening Proficiency Level	Reading Proficiency Level	Speaking Proficiency Level	Writing Proficiency Level	4.99	3.99	3.50	3.04				
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	<p>Tier 2: Create lunch talk groups for 1st graders. We will have 5th graders meet with 1st Grade ML students during lunch. The 5th graders will have training on supporting speaking and will have prompts to ask students during these groups.</p>	<p>Number of 1st grade students participating in weekly lunch talk groups.</p>
	<p>Professional Development: Provide building professional learning on WIDA assessment and scoring for teachers.</p>	<p>Number of teachers who participate in the training</p>
	<p>Professional Development: Provide small drop-in session for teachers on strategies to support expressive language in the classroom.</p>	<p>Number of teachers who participate in the training</p>
	<p>Family Involvement: Hold a Literacy Night for families to help them understand the components of speaking and how they can support learning to read at home.</p>	<p>Number of families who attend the Literacy Night</p>
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<p>Timeline for Focus</p>	<p>Fall 2023 - Spring 2024</p>	
<p>Method(s) to Monitor Progress</p>	<ul style="list-style-type: none"> • Teacher created speaking rubric based on the WIDA standards • WIDA assessment 	

Priority #3

Priority Area	Social and Emotional
Focus Area	Self-Efficacy
Focus Grade Level(s) and/or Student Group(s)	3 rd Grade
Desired Outcome	75% of students in grades 3-5 will respond positively to the self-efficacy questions on the Panorama Survey. Disproportionality in our data based on income level, race, special education status, and 504 status will also decrease.

Alignment with District Strategic Initiatives	Equity
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Data and Rationale Supporting Focus Area	<p>The Panorama Survey asks students to reflect on their own social-emotional learning and the school culture around belonging and safety. All students in grades three through five take the survey twice a year, once in the fall and once in the late spring. The data reports the number of favorable responses based on a five-point scale. Our fall data is shown below.</p>			
	Topics	Percentage of Favorable Answers	Change Since Spring 2023	Compared to Others Nationally
	Supportive Relationships	87%	-1%	40 th – 59 th percentile
	Self-Management	78%	-1%	80 th – 99 th percentile
	Positive Feelings	73%	+1%	80 th – 99 th percentile
	Social Awareness	75%	-3%	80 th – 99 th percentile
	Challenging Feelings	65%	0	80 th – 99 th percentile
	Self-Efficacy	64%	-6%	60 th – 79 th percentile
	Emotional Regulation	55%	-1%	80 th – 99 th percentile
	<p>Specifically, self-efficacy measures how much students believe they can succeed in achieving academic outcomes. Self-efficacy was one of the lowest topics, had the largest drop since the spring and had one of the lowest percentiles when Rush was compared to other schools nationally. Students specifically did not feel as though they participated in class discussions about complicated ideas (58% favorable answers) and were not sure they could do the hardest work assigned in class (54% favorable answers). Our self-efficacy scores also had the largest rate of disproportionality based on income level, race, special education status, and 504 status. Finally, third graders scored lower than fourth and fifth graders. Fifth graders had a 70% favorable response rate, fourth graders had a 65% favorable response rate, and third graders had a 60% favorable response rate. By focusing on third graders for the next three years, we hope to increase these scores in all grades.</p> <p>Finally, student surveys showed a theme that students found it difficult when presented with difficult or challenging work. Many also felt anxious about tests. Students felt most successful when their teacher helped them, a peer helped them, or they already understood a concept. There was a lack of understanding of productive struggle or feeling of success when they worked hard.</p>			

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Tier 1: Create and give a survey about self-efficacy for K-2 students.	% of K-2 students who complete the survey
	Tier 1: Teach SEL lessons or provide SEL check-ins at least once a week that focus on self-efficacy.	% of teachers using the lessons or doing check-ins with students weekly
	Tier 1: Teach specific lessons in the Second Step Curriculum that support growth in self-efficacy (our counselor and teachers will partner in this): <ul style="list-style-type: none"> • Using Positive Self-Talk • Being Assertive • Feeling Confident • Handling Making Mistakes • Finishing Tasks 	Number of lessons taught in each class
	Tier 1: Use at least 5 strategies from the Panorama Playbook in 3 rd grade classrooms to increase self-efficacy. Some examples include: <ul style="list-style-type: none"> • Crest of Strength • Circle Goal Setting • Call Home with Good News • Multiple Intelligences: Smart in Many Ways 	Number of strategies used in each 3 rd grade class
	Tier 2: Provide sentence stems and other scaffolds for students during instruction and conflict resolution.	% of classrooms using sentence stems during walkthroughs
	Tier 2: Provide small-group instruction, by our counselor, for students who need tier 2 support in learning and practicing self-efficacy skills.	Number of students referred to the counselor and number students who completed the tier 2 instruction
	Professional Learning: Provide learning for teachers in UDL, specifically developing expert learners.	% of identified teachers who have participated in the training
	Professional Learning: Provide further learning for teachers in Culturally Responsive Teaching.	% of identified teachers who have participated in the training
Timeline for Focus	Fall 2023 - Spring 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Panorama Survey data (fall and spring) • School-Developed Self-Efficacy Survey for grades 1 and 2 given twice a year • School-Developed Self-Efficacy survey for grades 3, 4, and 5 given between the fall and spring Panorama Survey 	

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.

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.² 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
	All students in grades 3, 4, and 5 completed a survey providing input on the SIP goals. Follow-up interviews were done with students to get more information.	November - December 2023
	Some 1 st graders were interviewed to provide feedback on the SIP goals. This was done to help develop questions for the younger students which will be used next year.	November - December 2023
	Bimonthly Principal Chats are held via teams and are open to all	November 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	family members. Data and a rough draft of our School Improvement Plan was shared with families during a Principal Chat. Input and feedback were collected.	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Listening Circles are held with families three times a year to hear about our strengths and areas that need improvement.	October 2023 – May 2024
	Action	Timeline
	Articles will be included in our weekly school newsletter to inform families about our SIP goals and progress towards them.	November 2022 to June 2024
	The SIP goals will be shared with all students in grades 3, 4, and 5 as a follow up to the input they provided	January 2023 to June 2024
	SIP goals will be shared with families and the community at a Literacy Night	April 2024
	Biweekly Principal Chats via teams that are open to all families. Goals and updated progress will be shared at least three times a year. There will also be a way for participants to provide input and feedback.	Ongoing
	A Literacy Night will be held for families to share the SIP goals and how they can support students at home. It will also be a time for families to provide feedback.	March 2024
	The SIP will be shared at one of our Spanish speaking affinity group meetings and feedback will be gathered.	January-March 2024
The Equity Team, including family members, will develop ways to communicate SIP goals to and gather input from families that are traditionally marginalized.	Ongoing	