

Rose Hill 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: The diversity of our school is a source of strength and pride. Staff, community stakeholders, and the PTSA work collaboratively to support the educational process, which further enhances the positive school climate and culture. Our primary focus at Rose Hill Elementary is that every student is known by name, strength, and need. Whether a student is high performing or facing obstacles to meet grade level standards, the staff is committed to improving academic achievement and social emotional growth for each child. Together as a professional community, we believe it is the responsibility of all staff to reflect on instructional practice and make committed efforts to grow to support students. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including professional development for staff, intervention models for students, enrichment opportunities, and parent involvement.

Mission Statement: *Rose Hill Elementary Community empowers students to continually improve as independent learners and critical thinkers*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	K-5	We want 431 students to meet end of year standards in the basic mathematical functions (addition, subtraction, multiplication and division) out of 546 students based on our designed test.
2	ELA	2-5	Out of 46 SN/ML students identified as being at risk in reading according to CBMR Fastbridge assessment, we will have 24/46 be at low risk/minimal risk by the end of year benchmark.
3	Family Engagement	K-5	Increase the number of families who respond positively to the questions in Standard 3 of the joint PTSA/RHE FIA team survey. <i>“The school builds the capacity of families and educators to continuously collaborate to support students’ academic, social and emotional learning.”</i> We want to move responses 20% of families that

¹ LWSD School Board Approval on <insert date>

			responded “unknown, never and sometimes” to “frequently and always.”
--	--	--	---

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	Basic Mathematical Functions (addition, subtraction, multiplication, division)		
Focus Grade Level(s) and/or Student Group(s)	K-5		
Desired Outcome(s)	<p>Kinder:</p> <ul style="list-style-type: none"> In the fall we had 0/86 students meeting end of year benchmarks for kindergarten. By the end of the year we want 75/86 students to meet the end of year benchmark. <p>1st Grade:</p> <ul style="list-style-type: none"> In the fall we had 18/90 students meeting end of year benchmarks for 1st grade. By the end of the year we want 67/90 students to meet the end of year benchmark. <p>2nd Grade:</p> <ul style="list-style-type: none"> In the fall we had 10/90 (66.6%) students meeting end of year benchmarks for 2nd grade. By the end of the year we want 81/90 (90%) students to meet the end of year benchmark. <p>3rd Grade:</p> <ul style="list-style-type: none"> In the fall we had 1/103 students meeting end of year benchmarks for 3rd grade. By the end of the year we want 72/103 students to meet the end of year benchmark. <p>4th Grade:</p> <ul style="list-style-type: none"> In the fall we had 33/88 students meeting end of year benchmarks for 4th grade. By the end of the year, we want 61/88 students to meet the end of year benchmark. <p>5th Grade:</p> <ul style="list-style-type: none"> In the fall we had 10/89 students meeting end of year benchmarks for 5th grade. By the end of the year, we want 75 students to meet the end of year benchmark. 		
Alignment with District Strategic Initiatives	MTSS		
Data and Rationale Supporting Focus Area	We are focusing on the common four mathematical functions (addition, subtraction, multiplication, and division). This makes up the core of mathematics and is essential that all students meet end-of-grade goals to be prepared for future grades.		
Strategy to Address Priority	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Action</td> <td style="width: 50%;">Measure of Fidelity of Implementation</td> </tr> </table>	Action	Measure of Fidelity of Implementation
Action	Measure of Fidelity of Implementation		

	<p>Kindergarten:</p> <ol style="list-style-type: none"> 1. Unit 4, 5 and 6 (formal instruction on expressions) 2. Math vocabulary (fewer, less, more) 3. Using 10 frames 4. Rote counting to 100 by 1s and 10s 	<p>Kindergarten:</p> <ol style="list-style-type: none"> 1. Small group instruction 2. Whole group instruction 3. Center games 4. Dreambox
	<p>1st Grade</p> <ol style="list-style-type: none"> 1. Targeted small group instruction 2. Use of Instructional Playbook (Expressions of Learning) 3. End of unit remediation and enrichment day 4. Regular access to Dreambox during centers 5. Encouraged Dreambox use at home 	<p>1st Grade</p> <ol style="list-style-type: none"> 1. SIP Assessment data (BOY, MOY, EOY) 2. End of unit math assessments 3. FastBridge data (BOY, MOY, EOY) 4. Monitor Dreambox progress
	<p>2nd Grade:</p> <ol style="list-style-type: none"> 1. Targeted small group instruction 2. Collaboration activities 3. Station work (IM math games) 4. Additional supplemental materials 5. Math Fact Fluency practice 	<p>2nd Grade</p> <ol style="list-style-type: none"> 1. SIP Pre-Assessment 2. Math Pre-Assessments and Post-Assessments 3. Monitor Dreambox usage 4. Analyze FastBridge data (BOY, MOY, EOY)
	<p>3rd Grade:</p> <ol style="list-style-type: none"> 1. Targeted small group instruction during Unit 1, 2, 3, and 4) 2. Use of Instructional Playbook: Accessing Content with Choice Boards to support deeper understanding and repletion of content 3. Regular use of center games during SGI time. 4. Encourage students to complete assignments in Dreambox that align with the IM curriculum. 5. Frequently practice fact fluency with a partner or parent volunteer. 6. Provide timely feedback on Cool Downs, Checkpoints, 	<p>3rd Grade:</p> <ol style="list-style-type: none"> 1. SIP 2nd and 3rd grade Pre-Assessment 2. Cool Down data 3. End of unit math assessments 4. Analyze FastBridge data (BOY, MOY, EOY) 5. Monitor Dreambox progress on assignments 6. Monitor parent fact fluency notes and progress

	<p>and End-of-Unit Assessments</p> <p>7. Communicate with IA's frequently around math support.</p>	
	<p>4th Grade:</p> <ol style="list-style-type: none"> 1. Targeted small group instruction 2. Implementation of Dreambox assignments for IM units 3. Weekly Fact fluency checks and independent work. 4. Go over student tests and provide feedback in a timely manner. 	<p>4th Grade:</p> <ol style="list-style-type: none"> 1. Pre-assessments 2. Use cooldowns from lessons to make targeted groups. 3. Analyze Fastbridge data. 4. Dreambox assignment progress. 5. Rocket math fluency weekly assessments.
	<p>5th Grade:</p> <ul style="list-style-type: none"> • Intentional SGI groups with target instruction (questions 1, 2, 3, 4, 5, and 9) • Targeted use of digital resources <ul style="list-style-type: none"> ○ IM centers ○ DreamBox 	<p>5th Grade:</p> <ul style="list-style-type: none"> • SIP 4/5 assessment MOY • SIP 4/5 assessment EOY • Monitor usage of digital resources
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	We will touch base with teachers about goals and progress throughout the year including during our first round of observations. We will have a mid-point PD check where we administer the pre-assessment again to check progress.	

Priority #2

Priority Area	English Language Arts/Literacy															
Focus Area	Fluency															
Focus Grade Level(s) and/or Student Group(s)	2-5 (Students in ML and SN that took the CBMR in the fall)															
Desired Outcome	<p>2nd Grade: Out of 14 SN/ML students identified as being at risk in reading according to the CBMR Fastbridge assessment, we will have 7/14 be at low risk/minimal risk by the end of year benchmark.</p> <p>3rd Grade: Out of 14 SN/ML students identified as being at risk in reading according to CBMR Fastbridge assessment, we will have 7/14 be at low risk/minimal risk by the end of year benchmark.</p> <p>4th Grade: Out of 12 SN/ML students identified as being at risk in reading according to CBMR Fastbridge assessment, we will have 8/12 be at low risk/minimal risk by the end of year benchmark.</p> <p>5th Grade: Out of 6 SN/ML students identified as being at risk in reading according to CBMR Fastbridge assessment, we will have 2/6 be at low risk/minimal risk by the end of year benchmark.</p> <p>Overall: Out of 46 SN/ML students identified as being at risk in reading according to CBMR Fastbridge assessment, we will have 24/46 be at low risk/minimal risk by the end of year benchmark.</p>															
Alignment with District Strategic Initiatives	MTSS															
Data and Rationale Supporting Focus Area	Safety Net teacher administers the CBMR in the fall, winter, and spring for students at risk; measuring fluency with readers, as fluency is a strong measure of overall reading proficiency. We want students to improve their fluency skills, moving from high/some risk to low risk/minimal risk. We know this is a lofty goal as the bar moves from fall to spring.															
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>SN-Read orally during reading group every day.</td> <td>Observation/correct mistakes, reteach if necessary</td> </tr> <tr> <td>SN-Send home reading packets of stories read the same week.</td> <td>Read to teacher, observe fluency and accuracy. Progress monitor-read passage</td> </tr> <tr> <td>SN-Progress Monitor every two weeks</td> <td>Graph score-see if score increases</td> </tr> <tr> <td>SN-Read Naturally weekly</td> <td>Graph scores-increase /decrease</td> </tr> <tr> <td>ML-Build Background weekly</td> <td>Observation/correct mistakes, reteach if necessary</td> </tr> <tr> <td>ML-Teach Vocabulary weekly</td> <td>Reteaching, PGE Assessments (Pre & Post Assessment, 3 cycles before teaching vocab)</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	SN-Read orally during reading group every day.	Observation/correct mistakes, reteach if necessary	SN-Send home reading packets of stories read the same week.	Read to teacher, observe fluency and accuracy. Progress monitor-read passage	SN-Progress Monitor every two weeks	Graph score-see if score increases	SN-Read Naturally weekly	Graph scores-increase /decrease	ML-Build Background weekly	Observation/correct mistakes, reteach if necessary	ML-Teach Vocabulary weekly	Reteaching, PGE Assessments (Pre & Post Assessment, 3 cycles before teaching vocab)
Action	Measure of Fidelity of Implementation															
SN-Read orally during reading group every day.	Observation/correct mistakes, reteach if necessary															
SN-Send home reading packets of stories read the same week.	Read to teacher, observe fluency and accuracy. Progress monitor-read passage															
SN-Progress Monitor every two weeks	Graph score-see if score increases															
SN-Read Naturally weekly	Graph scores-increase /decrease															
ML-Build Background weekly	Observation/correct mistakes, reteach if necessary															
ML-Teach Vocabulary weekly	Reteaching, PGE Assessments (Pre & Post Assessment, 3 cycles before teaching vocab)															

	ML-Reading Comprehension Skills	Observation/correct mistakes, reteach if necessary
	ML-Oral Reading Daily	Observation/correct mistakes, reteach if necessary
	Gen Ed-Small Group Instruction w/ML and safety net students	Mid-Point checks using a data summit.
	Gen Ed-Small Group Instruction with SGI #2.	Admin walk throughs during SGI #2 blocks.
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Fast Bridge Progress monitor Read Naturally Read orally during group time.	

Priority #3

<p>Priority Area</p>	<p>Family Engagement</p>																									
<p>Focus Area</p>	<p>FIA Goal 7.2</p>																									
<p>Focus Grade Level(s) and/or Student Group(s)</p>	<p>K-5</p>																									
<p>Desired Outcome</p>	<p>Increase the number of families who respond positively to the questions in Standard 3 of the joint PTSA/RHE FIA team survey. <i>“The school builds the capacity of families and educators to continuously collaborate to support students’ academic, social and emotional learning.”</i> We want to move responses 20% of families that responded “unknown, never and sometimes” to “frequently and always.”</p> <div data-bbox="451 632 1520 1283" style="border: 1px solid #ccc; padding: 10px; background-color: #fff9c4;"> <p>Standard 3: Support Student Success The school builds the capacity of families and educators to continuously collaborate to support students’ academic, social and emotional learning.</p> <p>Goal 2: Support Learning by Engaging Families: Are families valued partners in their children’s learning at home and at school? Please rate your level of agreement with the following statements. Copy</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <caption>Survey Results Data (Approximate)</caption> <thead> <tr> <th>Statement</th> <th>Always</th> <th>Frequently</th> <th>Sometimes</th> <th>Never</th> <th>Unknown</th> </tr> </thead> <tbody> <tr> <td>School staff provide resources for me to use to s...</td> <td>35</td> <td>28</td> <td>12</td> <td>5</td> <td>5</td> </tr> <tr> <td>School staff regularly encourage me to support learning at h...</td> <td>35</td> <td>25</td> <td>22</td> <td>2</td> <td>1</td> </tr> <tr> <td>The school/district website ha...</td> <td>28</td> <td>25</td> <td>15</td> <td>5</td> <td>15</td> </tr> </tbody> </table> </div>		Statement	Always	Frequently	Sometimes	Never	Unknown	School staff provide resources for me to use to s...	35	28	12	5	5	School staff regularly encourage me to support learning at h...	35	25	22	2	1	The school/district website ha...	28	25	15	5	15
Statement	Always	Frequently	Sometimes	Never	Unknown																					
School staff provide resources for me to use to s...	35	28	12	5	5																					
School staff regularly encourage me to support learning at h...	35	25	22	2	1																					
The school/district website ha...	28	25	15	5	15																					
<p>Alignment with District Strategic Initiatives</p>	<p>MTSS</p>																									
<p>Data and Rationale Supporting Focus Area</p>	<p>We sent out a school/PTSA survey in the fall. Our specialist team identified a question on the survey to focus on.</p>																									
<p>Strategy to Address Priority</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Action</th> <th style="width: 50%; text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Create an at home family resource document (Academic/Social Emotional)</td> <td>Push out in April</td> </tr> <tr> <td>Updating student and family handbook (languages)</td> <td>Push out 24-25 SY, Discuss w/staff in April/May (Send to sample families to review, give input)</td> </tr> <tr> <td>Updating website to include resources to support learning</td> <td>Continuously update</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Create an at home family resource document (Academic/Social Emotional)	Push out in April	Updating student and family handbook (languages)	Push out 24-25 SY, Discuss w/staff in April/May (Send to sample families to review, give input)	Updating website to include resources to support learning	Continuously update																
Action	Measure of Fidelity of Implementation																									
Create an at home family resource document (Academic/Social Emotional)	Push out in April																									
Updating student and family handbook (languages)	Push out 24-25 SY, Discuss w/staff in April/May (Send to sample families to review, give input)																									
Updating website to include resources to support learning	Continuously update																									

	How to manual to support learning, technology	Update from previous, look for district resources.
	Jointly developed (school and PTSA) survey	Review and analyze survey results two times per year.
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Ongoing surveys, focus groups, PTSA	

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
	Share school-wide math data with families	Ongoing
	Grade levels engage families in SIP goals	Ongoing
	Staff share instructional strategies aimed to boost achievement with families	Ongoing
	Identify and partner with parent organizations including PTSA	Ongoing
	Weekly school newsletter via ParentSquare	Ongoing
Strategy to Inform Students, Families,	Action	Timeline

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

Parents and Community Members of the SIP	Refer to SIP goals throughout the year and remind parents that they are partners in reaching goals	Ongoing
	Post to school website	Ongoing
	Continue to partner with families to boost mathematical opportunities in the home by sharing Illustrative Mathematics Home Connection resources.	Ongoing