

Rose Hill Middle 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: 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. Four 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.*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Math: Equitable Grading Practices	6th-8th Grade	Providing students opportunities to retake assessments after re-teaching/re-learning has taken place between attempts, students will continue learning after assessments, learn from their mistakes, and move closer to mastery of learning.
2	ELA: ML Students and Students Served with IEPs	6th-8th Grade	Students receiving ML supports and/or with IEPs who are receiving services through a push-in model of support, will demonstrate significant growth towards their ML and IEP goals.
3	Behavior: PBIS	6th-8th Grade	We will continue to implement school wide PBIS systems and routines to support clear expectations, student leadership, predictable consequences, and student growth from mistakes.

¹ LWSD School Board Approval on <insert date>

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	Equitable Grading Practices: Retakes of assessments after re-teaching/re-learning opportunities have taken place between attempts.
Focus Grade Level(s) and/or Student Group(s)	6 th , 7 th , and 8 th Grade
Desired Outcome	Providing students opportunities to retake assessments after re-teaching/re-learning has taken place between attempts, students will continue learning after assessments, learn from their mistakes, and move closer to mastery of learning as demonstrated by improved scores on retaken assessments. This will lead to greater understanding on mathematics overall and translate into higher scores on the SBA and FastBridge Universal Screener.
Alignment with District Strategic Initiatives	Equity MTSS
Data and Rationale Supporting Focus Area	<p>SBA: Last year 72% of 6th graders and 68% of 7th graders scored a Level 3 or Level 4 (Met Standard) on the Math SBA. The goal is that at least 75% of 6th graders and 71% of 7th graders will meet standard as 7th and 8th graders on the Math SBA this spring.</p> <p>FastBridge: During the Fall administration of the FastBridge Universal Screener, 12% of 6th graders, 15% of 7th graders, and 25% of 8th graders were identified as ‘At Risk’. A student with a score listed as ‘At Risk’ may need additional support to improve the tested skills. The theory of action is that students taking advantage of re-teaching/re-learning opportunities between assessment attempts will increase student understanding by providing additional, targeted instruction, and this will lead to a significant decrease in the number of students “At Risk” by the Spring administration of the FastBridge Universal Screener.</p> <p>The RHMS Instructional Leadership Team (ILT) has made retakes and re-do’s a building-wide focus for this year as part of our multi-year focus on equitable grading practices.</p> <p>We believe:</p> <ul style="list-style-type: none"> • Learning is a lifelong process that includes making mistakes, learning from them, and correcting them. Students learn at different speeds and should be able to demonstrate their learning at multiple points along the way. • Assessments do not need to represent the end of learning. They can serve as information to both students and teachers that can further their learning. • Retakes allow students to grow metacognitive skills by identifying what they know or don’t know and focusing on just that part.

	<ul style="list-style-type: none"> • Opportunities for retakes support student social-emotional learning by potentially fostering student motivation, reducing test anxiety, and growing confidence in their learning. • Students furthest from educational justice need the most support and encouragement from teachers to redo the assignments/assessment, but we hope to teach students to work towards using this skill independently. <p>This goal also addresses the overarching Common Core Math Practice of <i>Understand and Persevere</i>. Our goal is for all students to persevere in their learning and consequently be at standard or above standard. The students will show their perseverance through engaging in the retake process and their improved scores will show their understanding and hopefully build their confidence.</p>
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Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	The math team has made this their Student Growth Goal (SGG) for the year.	<ol style="list-style-type: none"> 1. Student Perception Surveys will be given at three different times of the year (BOY, MOY, EOY) to gather student voice about the retake process. 2. Retake Chart – teachers will track evidence of retake readiness, initial vs. retake scores, student agency (student vs teacher directed), total number of students accessing retakes. 3. Tracking improved grades (reflecting increased understanding) as a result of retakes.
	FastBridge Universal Screener assessment administration	This assessment will be given three times during the 2022-23 school year. The first assessment functions as our baseline data 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> .
	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.
	Pride Time	Pride Time (academic intervention time) occurs 30 minutes a day, two days a week. During this time, teachers call in students to provide support, including targeted supports, or enrichments for students.
	Implementation of Flexisched	Total count of formal intervention cycles documented in Flexisched. Could be student initiated or teacher initiated.
	Participation in Grade Level Team meetings	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.
	Department Collaboration	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 students' learning in the past.
	Student Staffings	For students who continue to struggle despite the implementation of interventions, the school's counselors schedule staffing meetings with all teachers, the student, and the student's family. The goal is to create a partnership between the school,

	<p>the student, and the family to support the student academically, socially, and emotionally. Specific actions are discussed and implemented as a result of these meetings.</p>
<p>Timeline for Focus</p>	<p>Fall, 2023 - Spring, 2024</p>
<p>Method(s) to Monitor Progress</p>	<p>Student Perception Surveys (BOY, MOY, EOY)</p> <ul style="list-style-type: none"> • Have you taken a retake in this class? • If you have not taken a retake, why? • Did the retake improve your score? • How hard was accessing the retake process (1-5 rating)? • Who directed you to do a retake? • Did preparing for the retake increase your learning?
	<p>Retake Chart that documents and tracks:</p> <ul style="list-style-type: none"> • Evidence of retake readiness (test corrections, complete missing assignments, reteaching/discussion, supplementary assignments) • Reason for initial unsatisfactory grade (low work completion, absences, did not study, bad day, misconceptions, small errors, vocabulary) • Initial score and retake score • Complete or partial retake • Student or teacher directed. This will ensure that student who normally would not access retakes, receive them and are walked through the process so they can see the worthiness of their effort to continue learning. • Percentage of improved grades from retakes <p>Additional progress monitoring sources:</p> <ul style="list-style-type: none"> • SBA Interim Assessments • FastBridge Winter and Spring assessments • Spring 2024 Math SBA

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	ML students and students Served with IEPs receiving services in a push-in model.	
Focus Grade Level(s) and/or Student Group(s)	6 th -8 th Grade Students receiving ML and/or Special Education services served by ML and/or Special Education teachers who are “pushing-in” to their classes.	
Desired Outcome	Students receiving ML supports and/or with IEPs who are receiving services through a push-in model of support, will demonstrate significant growth towards their ML and IEP goals.	
Alignment with District Strategic Initiatives	Inclusion Equity	
Data and Rationale Supporting Focus Area	<p>We are focusing on our inclusionary practices, in particular the experience of students being served by a push-in model who might previously have been served in self-contained classrooms. This includes students receiving IEP minutes and/or ML services through push-in. We hope to better understand students’ experience and growth in their goal areas as well as the teacher’s moves and strategies that have the biggest impact on student success. The goal is to maximize the benefits of a push-in model where all students are showing growth in their goals.</p> <p>Given a teacher/student chosen IEP goal, students will make progress from their baseline assessment result towards mastery of the annual goal. When developmentally appropriate, students will be involved in tracking their own progress and next steps to support academic growth. The goal is that 100% of students will show significant growth towards mastery of their IEP goal.</p> <p>For students receiving ML services, the goal is for 100% of our targeted ML population to show academic English-speaking proficiency growth by increasing one proficiency level on the WIDA Proficiency Level Descriptors Rubric for Expressive Communication Mode by the end of the year.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Focused classroom observation by administrative teams of push-in classes with the focus on ML and IEP students being served through this model.	Observations occur in each class at least three times during the school year, followed by debrief, and learning-focused conversations.
	Student Listening Sessions with focus groups of students.	Three different focus groups of students will participate in listening sessions with pairs of school leaders multiple times over the course of the year. to help understand their school experience,

		build relationships, and learn from them.
	Students engage with their IEP case manager to choose focus goals and then monitor progress over the course of the year.	IEP case managers track student growth quarterly, engaging students in the process and helping them reflect on evidence of progress towards their goals.
	ML teachers assess students using SAC+ protocol and the Pilot/CoPilot Socratic Seminar protocol to gather evidence of student progress towards goal and use WIDA-based prompts with carefully selected articles for students to use to develop their arguments in the two protocol assessments.	The ML teacher will be collecting detailed data on how well students comprehend the material and how they approach the task. Evidence will be collected through grading conferences that routinely take place on Wednesdays and through informal conversations during self/peer evaluation that will take place frequently in the Argumentative Speech Unit.
	Regular meetings between administrators and push-in teacher teams.	Identifying effective strategies, understanding teacher experience, and sharing what has been observed during classroom visits as well as themes from student listening sessions.
	Push-In Teacher Pair Collaboration Time	Push-in pairs of teachers will be provided with release time for planning and collaboration with a specific focus on those students receiving ML or Sped services through the push-in model.
	Pride Time	Pride Time (academic intervention times) occurs 30 minutes a day, two days a week. During this time, teachers call in students to provide support, including targeted support, or enrichments for students.
	Use of modifications and accommodations for students with IEPs, 504s, and those receiving Multi-Lingual (ML) services.	Teachers attend IEP meetings, understand accommodations and modifications, and other forms of support for students with specific learning needs related to their writing and collaborate with case managers and ML teachers to support student writing goals.
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	IEP case manager and students track progress quarterly on their IEP goals. ML teachers will be tracking student progress through protocol-based assessments at two points during the year before the WIDA in the spring.	

	Classroom observations, teacher and students listening sessions, all provide opportunities to monitor progress towards the goal.
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Priority #3

Priority Area	Behavior	
Focus Area	Positive Behavior Interventions and Supports (PBIS)	
Focus Grade Level(s) and/or Student Group(s)	6 th , 7 th , and 8 th Grade	
Desired Outcome	We will continue implementing school wide PBIS systems and routines to support clear expectations, student leadership, predictable consequences, and student growth from mistakes.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Unwanted, unkind, or unsafe behaviors impact student performance, attendance, peer relationships, and school culture.</p> <p>Last year we did intentional work developing and implementing PBIS strategies that led to gains between Fall and Spring Panorama survey results in key areas. This year we want to continue and expand on this focus.</p> <p>Panorama: Safe: When others disagreed with you, how respectful were you of their views? (66% - down 3% from last spring) Kind: How often did you remain calm, even when someone was bothering you or saying bad things? (53% - down 3% from last spring) Responsible: How often did you pay attention and resist distractions? (55% - down 5% from last spring)</p> <p>Student Self Assessments on Focus Behaviors: Students self-reported (2022-23) that they were “sometimes” or “never” participating in positive behaviors between 9 and 13%, depending on the topic.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Development and implementation of PBIS universal supports.	School wide PBIS expectations matrix and school’s core values: kind, safe, responsible
	Weekly Focus Behavior lessons through Pride Time	Student and teacher survey; anecdotal
	Schoolwide incentive program	Number of Royal Bucks ordered, items bought at the store, popcorn sold
	Student self-assessment	Quarterly reflection on focus behaviors
	Teacher assessment	Quarterly reflection on impacts of Focus Behavior lessons on behavior

	<table border="1"> <tr> <td>Panorama survey</td> <td>Students who participated and what they say</td> </tr> <tr> <td>Cert staff professional learning based on survey results</td> <td>Reflections and feedback from staff</td> </tr> <tr> <td>PBIS Fidelity Integrity Assessment</td> <td>Comparison of PBIS FIA scores from beginning to end of year</td> </tr> </table>	Panorama survey	Students who participated and what they say	Cert staff professional learning based on survey results	Reflections and feedback from staff	PBIS Fidelity Integrity Assessment	Comparison of PBIS FIA scores from beginning to end of year
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PBIS Fidelity Integrity Assessment	Comparison of PBIS FIA scores from beginning to end of year						
Timeline for Focus	Fall, 2023 - Spring, 2024						
Method(s) to Monitor Progress	The PBIS Tier 1 Intervention Team meets monthly to monitor progress and make adjustments. Admin looks at Panorama data as well as student and staff reflections in order to monitor adjustments. PBIS Team and Admin participate in Fall and Spring PBIS Fidelity Integrity Assessment (FIA)						

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
	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 2024	
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 it on the school’s website. Winter 2024	

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

	Share with families at a monthly Natural Leaders meeting.	Winter 2024
	Share with families during Family Listening Sessions.	Winter-Spring 2024