

Rose Hill Elementary

School Improvement Plan

Annual Update: 2024-25

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.*

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Reading	K-1	Demonstrate basic knowledge of one-to-one letter sound correspondence. As well as know and apply grade level phonics and word analysis skills in decoding words.
2	Reading	2-5	2nd Grade: Students will read texts accurately, with appropriate rate and expression, and with automaticity as fluent reading frees cognitive resources for comprehension. 3rd- 5th Grades- Students will understand and engage with a variety of texts, demonstrating skills like summarizing, inferring, and connecting ideas. As texts grow more complex, comprehension skills are crucial for academic success and critical thinking.
3	SEL	3-5	Increase student's ability to self-regulate and sense of belonging.

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	English Language Arts/Literacy	
Focus Area	Foundational literacy Demonstrate basic knowledge of one-to-one letter sound correspondence. Know and apply grade level phonics and word analysis skills in decoding words.	
Focus Grade Level(s) and/or Student Group(s)	K-1 st	
Desired Outcome(s)	K- 65/81 or 80% of students will be at or above benchmark based on the EOY Fastbridge Nonsense Words Assessment. 1 st - 77/90 or 86% of students will be at or above benchmark based on the EOY Fastbridge Nonsense Words Assessment.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	K- 56/81 or 69% of students are at or above benchmark in letter sounds through FastBridge for BOY testing. Our goal is to have 65/81 or 80% of students at or above benchmark in nonsense words. Nonsense words are assessed MOY and EOY so we will be better informed about our goal for nonsense words. 1 st - 66/90 or 73% of students are at or above benchmark based on the BOY FastBridge Nonsense Words Assessment, Rationale: Phonics instruction helps students develop their knowledge of sound-spelling patterns so that they can decode, or sound out, words. A child's ability to decode unknown words leads to enhanced word recognition skills which supports reading fluency. Reading fluency, in turn, aids reading comprehension. Skilled readers do not have to concentrate their efforts on decoding word after word. This allows them to focus their attention on making meaning out of the text they are reading. Thus, a student's ability to apply grade-level phonics and decode facilitates long-term reading achievement.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Small group instruction	Teacher observation

	Heggerty/phonemic awareness instruction	Progress monitoring (word segmentation), teacher observation of student performance
	One on one nonsense word practice	One on one nonsense word check
	Team collaboration across grade level and with Safety Net	Progress monitoring
	UFLI small group training	Teacher observation
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	FastBridge benchmark testing and progress monitoring, Heggerty progress monitoring.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area (s)	2 nd : Fluency 3 rd : Comprehension 4 th : Comprehension 5 th : Comprehension	
Focus Grade Level(s) and/or Student Group(s)	2 nd -5 th	
Desired Outcome(s)	2 nd : All identified 13 students will make growth on their fluency words per minute. 3 rd : 4 th : All identified 26 students will make some growth. 16 identified students will move from “high risk” to “some risk” or “some risk” to no risk. 5 th : All 32 identified students will make some growth. 12 of 32 of “some risk” or “high risk” students will move up a risk level category as indicated by FastBridge.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	2 nd : Data: Fall CBMreading English scores – 13 out of 88 students were identified as “high risk” or “some risk”. 4 th : Data: Fall aReading scores – 26 out of 108 students are “at risk” 5 th : Data: Fall aReading scores-32 out of 93 students are “high risk” or “some risk” Rationale: Reading fluency in 2nd grade is crucial because it acts as a bridge between decoding words and comprehending text, allowing students to focus on the meaning of the story rather than struggling with individual words, ultimately leading to better overall reading comprehension and a positive reading experience as they progress through school. 3 rd : F&P guided reading levels from FastBridge BOY, MOY, and EOY, reading to learn rather than learning to read in 3 rd grade, 44/101 students are NOT reading at EOY reading level for 3 rd grade (Q), the goal is for each of those students to make one year’s growth (3 letters of improvement) 4 th - 5 th : Previous years SBA scores and current SBA score taken in the spring, Fastbridge aReading scores from BOY, MOY, and EOY	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	2 nd : -daily differentiated SGI	-“Hot” and “Cold” timed readings of Wonders fluency passages

	-repeated readings -daily Heggerty WG routine -close SN/ML/SpEd collaboration	-CBMreading FastBridge BOY, MOY & EOY -BOY, MOY, EOY fluency assessments -SN progress monitoring
	3 rd -guided reading groups during SGI 1 and 2 -teaching comprehension skill each week (whole group practice) -practicing reading skill in reading packet with Lock book story each week -modeled think aloud of comprehension skills -teaching key words and providing sentence stems	3 rd : Weekly Cooldowns for data, Turn and talks on the carpet, participation during the reading lessons
	4 th – 5 th -Small group reading instruction (annotating texts, Haggerty, etc.) -Strategies to improve written responses to text (RACE Strategy) -Collaboration with specialists (ML/SN/SpEd)	Mid- and EOY assessments, Teacher observations, SGI Check Ins
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	2 nd : SN Progress Monitoring, MOY and EOY FastBridge CBMR, Weekly Hot/Cold Reads 3 rd : Weekly Cooldowns, FastBridge tests for MOY and EOY, gathering informal data during reading groups 4 th -5 th : Fastbridge tests for MOY and EOY, gathering informal data during reading groups, scored RACE responses, Wonders comp quizzes	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Emotion Regulation Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	3 rd -5 th	
Desired Outcome	Increase student's positive response rate on Panorama: Emotion Regulation: increase from 47% respond favorably to 57% Sense of Belonging: increase from 65% respond favorably to 75%	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Panorama Data from the Fall 2024 survey showed that these areas had the greatest decrease.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Encourage use of MindYeti videos on Second Step	Monitor through Second Step Admin access
	Teach language around self-regulation and how to apply strategies independently	Share "Get to Green" Regulation Strategy sheet
	Identify students' triggers and coping skills	Survey for students (Counseling Department/collab w/ GenEd)
	Identify individual students with low scores and share with Staff	Utilize Panorama Data (Counseling Department)
	SEL Units: Bounce Back/Resiliency, Mental Wellness	Counseling Department, January-March
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	Panorama Spring Data	

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, Parents and	Action	Timeline

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

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	