Benjamin Rush 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: Rush Elementary is a school where all students are provided a rich academic program in a safe, nurturing environment. With around 630 students, the school represents a diverse community where over 40 languages are spoken. This diversity enriches the learning experience, as students bring a wealth of cultural knowledge and experiences. Most graduates from Rush Elementary continue their education at Rose Hill Middle School and then Lake Washington High School. The staff support a variety of students: 7.4% of students qualify for Low Income Level, 8.9% for Special Education Services, and 31.2% for Multi-Language Learner support. Rush Elementary has one of the largest Multilingual Learner programs in the district, using a differentiated model to support each student. Teachers at Rush are committed to supporting each student. The school uses a Multi-Tiered Systems of Support (MTSS) approach to provide tailored academic and behavioral support based on data. Teachers infuse Sheltered Instruction Observation Protocol (SIOP) strategies into their instruction to help all students succeed, particularly multilingual learners. Rush is in the third year of inclusion work, aiming to remove barriers and provide access points for all students. Additionally, the staff is committed to Positive Behavioral Interventions & Supports (PBIS), which helps create a positive and inclusive school climate. This year, Rush Elementary is dedicated to implementing a new Social Studies curriculum, enhancing Professional Learning Communities (PLCs), and tailoring instruction to meet the unique needs of each student. Additionally, our PBIS committee is engaging in Restorative Practices professional development which they are bringing back to the whole staff. They are focusing on restorative circles and fostering healthy relationships to create just and equitable learning environments where students feel welcomed, valued, and appreciated. Family involvement is a key component of Rush Elementary's success. Teachers meet with families at least twice a year, and family members are invited to join leadership teams to ensure their voices are heard. The PTA supports the educational process by providing enriching programs that enhance the school climate and culture. Overall, Rush Elementary is committed to fostering a strong academic and social-emotional learning environment where every student can thrive, and families feel involved. The staff continuously engage in professional development to improve their practices and meet the needs of each child, believing that every student can achieve high standards.

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

[1] LWSD School Board Approval on <insert date>

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	**Reading**	**K-2 Students**	80% of kindergarten, 1st grade, and 2nd grade students will demonstrate proficiency in the General Reading component as measured by the FastBridge Screening-to-Intervention (s2i) Report.
2	**English Language Arts, with a focus on Speaking**	**4th Grade ML Students**	50% of current 4th grade Multilingual learners (ML) will meet expected growth on the WIDA this year.
3	**Self-Efficacy**	**3-5 Students**	60% of students in each focus group in grades 3-5 will respond positively to the self-efficacy questions on the Panorama Survey.

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.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Foundational Literacy</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>K-2 Students</td></tr>
<tr><td>Desired Outcome</td><td>80% of kindergarten, 1st grade, and 2nd grade students will demonstrate proficiency in the General Reading component as measured by the FastBridge Screening-to-Intervention (s2i) Report.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>A key guideline for MTSS implementation is ensuring that 80% or more of students meet the benchmark criteria set by the screening tool. However, an analysis of the Fall FastBridge universal screener data revealed that many kindergarten, 1st grade, and 2nd grade reading scores fell below the 80% benchmark. General Reading was selected as the focus because it requires proficiency in phonemic awareness, phonics, and fluency which are all measured by FastBridge. By concentrating on General Reading, teachers can tailor their instruction to address the specific skills each student needs.

The chart below gives the percentage of students who were on track in each grade level at the beginning of the year based on the Screening-to-Intervention Report in FastBridge.
<table>
<tr><th>Grade</th><th>Phonemic Awareness</th><th>Phonics and Fluency</th><th>General Reading</th></tr>
<tr><td>Kindergarten</td><td>71</td><td>77</td><td>79</td></tr>
<tr><td>1st Grade</td><td>56</td><td>73</td><td>76</td></tr>
<tr><td>2nd Grade</td><td>82</td><td>75</td><td>77</td></tr>
<tr><td>3rd Grade</td><td>91</td><td>82</td><td>77</td></tr>
<tr><td>4th Grade</td><td>90</td><td>85</td><td>79</td></tr>
<tr><td>5th Grade</td><td>95</td><td>80</td><td>80</td></tr>
</table></td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Tier 1: Implement whole-class Heggerty instruction (a phonemic awareness curricular tool) in collaboration with Safety Net teachers across all kindergarten, 1st grade, and 2nd grade classes with fidelity</td><td>% of classrooms dedicating 10-15 minutes daily for Heggerty instruction</td></tr>
<tr><td>Tier 1: Use explicit phonics lesson sequence when teaching Wonders whole group with fidelity</td><td>% of classrooms teaching the Wonders phonics lessons</td></tr>
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	Tier 2: Implement the UFLi curriculum for small group differentiated instruction for students with risk indicators in reading in the general education classroom	% of students with risk factors receiving differentiated small group instruction using the UFLi curriculum in the general education classroom
	Tier 2: Implement effective small group differentiated instruction for students with risk indicators in reading through Safety Net and Multilingual Learner programs	% of students with risk factors receiving differentiated small group instruction through the Safety Net or Multilingual Learner programs Audit of materials used for small group instruction (e.g, SIPPS, Wonder Works, Phonics for Reading)
	Tier 2-3: Implement effective small group differentiated instruction for students with identified need for specially designed instruction in reading	% of students with risk factors receiving differentiated small group instruction through the Special Education Program Audit of materials used for small group instruction (e.g., SIPPS, Phonographics)
	Professional Learning: Provide professional learning to all kindergarten, 1st grade, and 2nd grade teachers in strong foundation literacy instruction and the use of the UFLi curriculum.	% of K-2 teachers who have participated in the learning
	Professional Learning: Provide professional learning to teachers on SIOP strategies to support all learners, especially multi-lingual learners.	% of K-2 teachers who have participated in the learning
	Family Involvement: Hold a Literacy Night for families to help them understand the components of reading and how they can support learning to read at home.	Number of families who attend the Literacy Night
Timeline for Focus	Winter, 2024 - Spring, 2025	
Method(s) to Monitor Progress	• FastBridge universal screener benchmarks (Fall, Winter, Spring) • Ongoing progress monitoring in FastBridge for students with risk indicators • UFLi assessments • LWSD Foundational Skills Mini-Assessments	

<table>
<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>English Language Arts, with a focus on Speaking</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Current 4th grade students receiving multi-lingual services who did not make adequate progress on the WIDA</td></tr>
<tr><td>Desired Outcome</td><td>50% of current 4th grade Multilingual learners (ML) will meet expected growth on the WIDA this year.
70% of our current 4th grade Multilingual learners (ML) will meet expected growth on the WIDA when they are in 5th grade.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Each year, our Multilingual learners (ML) take the WIDA assessment to evaluate their English language proficiency. The WIDA assesses proficiency in four areas: 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. The WIDA also calculates expected progress on the assessment. To receive a score in expected progress, students must take the WIDA at least two years in a row. The data shows that the majority of our current 4th graders did not make expected progress.
<table>
<tr><th>Current Grade</th><th>Number of Students with Score</th><th>Met Expected Progress</th></tr>
<tr><td>K</td><td>0</td><td>N/A</td></tr>
<tr><td>1</td><td>2</td><td>100%</td></tr>
<tr><td>2</td><td>5</td><td>80%</td></tr>
<tr><td>3</td><td>32</td><td>81.2%</td></tr>
<tr><td>4</td><td>27</td><td>29.6%</td></tr>
<tr><td>5</td><td>14</td><td>93.8%</td></tr>
</table>
Further analysis of the data reveals that speaking is the area where students face the most challenges. The combined number of students whose speaking scores declined from last year and those with the lowest scores in speaking is higher than in any other component.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Tier 1: Implement whole-class vocabulary instruction using the Wonders curriculum in all grades.</td><td>% of classrooms teaching the weekly Wonders vocabulary words</td></tr>
<tr><td>Tier 1: Pre-teach content vocabulary in each math, science, and social science unit.</td><td>% of classrooms explicitly teaching vocabulary in content areas</td></tr>
<tr><td>Tier 1: Teach 2-3 vocabulary strategies and 2-3 speaking strategies across the building.</td><td>% of classrooms using the strategies</td></tr>
<tr><td>Tier 2: Interview 4th grade ML students to determine how best to help them learn.</td><td>% of students interviewed</td></tr>
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	Tier 2: Provide sentence stems for students during writing and discussions in all classes.	% of classrooms using sentence stems during walkthroughs
	Tier 2: Implement effective small group differentiated instruction for students through Multilingual Learner programs.	% of students who qualify for ML support who receive differentiated small group instruction through our Multilingual Learner programs
	Tier 2: Create lunch talk groups for 4th graders. Have 4th grade ML students then facilitate lunch talk groups for younger students.	Number of students participating in weekly lunch talk groups.
	Professional Learning: Provide refresher learning in SIOP strategies for all teachers.	% of teachers who participate in the learning
	Family Involvement: Hold a Literacy Night for families to help them understand how they can support learning at home.	Number of families who attend the Literacy Night
	Family Involvement: Attend our Spanish speaking affinity group to share our goals and things they can do to support students at home.	Number of families who attend the affinity group
Timeline for Focus	Fall, 2024 - Spring, 2026	
Method(s) to Monitor Progress	• WIDA assessment • Classroom-based assessments • Scholl created speaking rubric based on the WIDA standards.	

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<tr><th colspan="2">Priority #3</th></tr>
<tr><td>Priority Area</td><td>Social and Emotional</td></tr>
<tr><td>Focus Area</td><td>Self-Efficacy</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Grade 3-5 students:
with IEPs
receiving ML services and
Receiving free and reduced lunch</td></tr>
<tr><td>Desired Outcome</td><td>60% of students in each focus group in grades 3-5 will respond positively to the self-efficacy questions on the Panorama Survey.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Equity</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>The Panorama Survey asks students to reflect on their own social-emotional learning as well as the school culture around their sense of 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. The fall data is shown below.
<table>
<tr><th>Topics</th><th>Percentage of Favorable Answers</th><th>Change Since Spring 2023</th><th>Compared to Others Nationally</th></tr>
<tr><td>Supportive Relationships</td><td>87%</td><td>-1%</td><td>40th – 59th percentile</td></tr>
<tr><td>Self-Management</td><td>80%</td><td>+2%</td><td>80th – 99th percentile</td></tr>
<tr><td>Positive Feelings</td><td>71%</td><td>0%</td><td>60th–79th percentile</td></tr>
<tr><td>Social Awareness</td><td>70%</td><td>-9%</td><td>60th–79th percentile</td></tr>
<tr><td>Challenging Feelings</td><td>61%</td><td>-5%</td><td>80th – 99th percentile</td></tr>
<tr><td>Self-Efficacy</td><td>57%</td><td>-13%*</td><td>40th – 59th percentile</td></tr>
<tr><td>Emotional Regulation</td><td>53%</td><td>-6%</td><td>80th – 99th percentile</td></tr>
</table>
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. Specifically, students in our focus groups did not feel sure they could do the hardest work in class (only 30% of students with IEPs, 10% of low-income students, and 20% of Hispanic students scored favorable). They also did not feel as though they could participate in class discussions about complicated ideas (only 48% of students with IEPs, 26% of low-income students, and 29% Hispanic students scored favorable).
<table>
<tr><th>Focus Groups</th><th>Percentage of Favorable Answers to the Self-Efficacy Category</th></tr>
<tr><td>Students with IEPs</td><td>40%</td></tr>
<tr><td>Low-Income Students</td><td>38%</td></tr>
<tr><td>Hispanic Students</td><td>39%</td></tr>
</table>
Disparities between the self-efficacy rates of our students overall and our students in the focus groups have also historically grown throughout the</td></tr>
</table>

year. For example, last school year, scores for our focus groups all went down in self-efficacy while other groups increased.

Focus Groups	Growth from beginning to end of year (23-24)	Growth Disparity from the beginning to end of the year (23-34)
Students with IEPs	-20.6%	-38.2%
Low-Income Students	-27.4%	-36%
Hispanic Students	-13%	-22%

*NOTE: The self-efficacy questions changed from last spring which resulted in a drop in scores across all schools.

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: Implement whole class community circles to set class goals that support collective efficacy	Randomly select 10 students during lunch and asking what whole class goal they're working towards.
Tier 1: Teach specific lessons in the Second Step Curriculum that support growth in self-efficacy (our counselor and teachers will partner in this): • Using Self-Talk • Handling Making Mistakes • Finishing Tasks	Number of lessons taught in each class
Tier 1: Create, pilot, and systematically implement a student driven goal setting rubric	Measuring through a 3-year plan: Step 1 – Bring to BLT Step 2 – Pilot/adjust Step 3 – Full implementation in all classes
Tier 1: Use sentence stems to provide students with attributional feedback and/or prompt students to self-evaluate	% of classrooms using sentence stems during walkthroughs
Tier 2: Provide small group instruction using circle data and other teacher collected measures (e.g. reflective exit tickets) for students consistently rating themselves low in self-efficacy conversation	% of students with self-rated low self-efficacy receiving differentiated small group instruction through teacher guided small group
Tier 2: Implement small group instruction provided by school counselor and/or provide access to counselor passes for students who need tier 2 support in learning and practicing executive functioning skills	Number of students referred to the counselor and number students who completed the tier 2 instruction

	Professional Learning: Provide learning for teachers in self-efficacy components and high leverage practices	% of teachers who participate in the learning
	Professional Learning: Provide further learning for teachers on how to implement circles and goal setting	% of teachers who have participate in the learning
Timeline for Focus	Fall, 2023 - Spring, 2027	
Method(s) to Monitor Progress	• Panorama Survey data (fall and spring) • School-Developed Self-Efficacy Survey for grades primary grades given twice a year • School-Developed Self-Efficacy survey for grades 3, 4, and 5 given between the fall and spring Panorama Survey • Pilot for the student driven goal setting rubric is created and fully scaled out to all classrooms within 3 years	

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
Students in grades 3, 4, and 5 completed an interview providing input on the self-efficacy SIP goal. Students in our focus groups were surveyed in affinity groups.	November - December 2024
Monthly Principal Chats are held via teams and are open to all family members. Input and feedback are collected through these meetings.	October 2024 – May 2025
Listening Circles are held with families once a year to hear about Rush's strengths and areas for growth.	October 2024 – May 2025
Last February, an outside organization came in to conduct an Equity Audit. They surveyed students, families and staff to determine strengths and areas of growth for Rush. Students, families and staff then co-created goals for the school.	February 2024-August 2024

Strategy to Inform Students, Families, Parents and Community Members of the SIP

Action	Timeline
Articles will be included in our weekly school newsletter to inform families about our SIP goals as well as progress towards the goals.	November 2024 to June 2025
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 2025 to June 2025

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

	A Literacy Night will be held for families. As part of the evening, the SIP will be shared with families. Additionally, there will be time allocated for families to provide feedback	Spring 2025
	Monthly 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
	The SIP will be shared at one of our Spanish speaking affinity group meetings and feedback will be gathered.	January-March 2025