

Continuous Improvement Process Plan

Rose Hill Elementary

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2016 -
2017



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Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Rose Hill Elementary serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school, The PTSA and our Natural Leaders are active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff and community members.

One of our primary focuses at Rose Hill Elementary is: “Every student succeeds”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement for each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Using data as evidence our school community recognized the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We continue to work with our literacy expert through CORE-Consortium on Reading Excellence to enhance student literacy skills and concepts.

Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in 1st and 4th grade. The SIOP Model is research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. RHE is also utilizing our Safety Net staff to exercise two models; both push in and pull out for in class support as well as small group instruction, this provides additional support for our classroom teachers and students. These models also increase the number of Safety Net students receiving services this year.

- Reading: Teach with flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text, continue implementation of Wonders literacy curriculum. This year our Safety Net students will participate in an on-line literacy program Lexia Reading Core 5. Lexia provides adaptive assessments and personalized instruction.
- Math: Use the Envision Curriculum; differentiate instruction for all learners through small group in class support and Safety Net push-in model in grades 3, 4 & 5. Use math journals, Monthly Math Challenge, and in school and at home use of IXL and Dreambox

- Science: Use a K-5 continuum of skills for the process of the scientific write-up; encourage participation in the Science Fair
- Utilize Small Group Instruction blocks each day for both challenge and remediation of skills; new emphasis on small group instruction as well as push in support during this “just right” hour
- Social/Emotional: continue to implement school-wide social skills curriculum
Second Step

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment.** Performance calculation includes all students assessed on the End-of-Year Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **reported on the OSPI Washington State Report**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.1%	97.1%					
		1 st	79.6%	79.5%					
		2 nd	78.8%	80.0%					
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		63.1%	67.6%					
	% of 3 rd graders meeting or exceeding state standards in Math		67.2%	72.3%					
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		61.8%	50.7%					
	% of 4 th graders meeting or exceeding state standards in Math		63.6%	61.7%					
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		82.2%	81.0%					
	% of 5 th graders meeting or exceeding state standards in Math		60.6%	79.3%					
	% of 5 th graders meeting or exceeding state standards in Science		83.6%	86.2%					

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	86% of our K-2 students will reach proficiency by spring 2016 as measured by DIBELS.	90% of our K-2 students reached proficiency by spring 2016 as measured by DIBELS.
Literacy: 3-5 ELA	66% of our 3-5 students will reach proficiency by spring 2016 as measured by Smarter Balanced Assessment.	66% of our 3-5 th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Can Math: 3-5 Math	67% of our 3-5 students will reach proficiency by spring 2016 as measured by Smarter Balanced Assessment.	71% of our 3-5 th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Science: 5th Science	75% of our 5 th grade students will reach proficiency by spring 2016 as measured by the Measure of Student Progress.	86% of 5 th grade students met standard as measured by the 2016 Measure of Student Progress.
Achievement Gap	30% of EL students served in both EL and Safety Net (7/22) will meet proficiency (level 3) by 2016 as measured by the ELPA 2	23% of EL students served in both EL and Safety Net (5/22) met proficiency on the ELPA 21 and therefore were exited from El service.
School Effectiveness:	Change perception of “Teachers provide feedback to each other to help improve instructional practices.” From 30% completely agree to 50% completely agree	15% completely agreed, 44% agreed mostly
	Change perception of “Teachers receive regular feedback on how they are doing.” From 33% completely agree to 50% completely agree.	31% completely agreed, 41 % agreed mostly
Attendance and Discipline:	Attendance: our average daily attendance will increase from 96% to 97.5% by June 2016. Through targeted interventions and building initiatives we will reduce all	Attendance rates hovered around 97% for most of the 2015-16 school year. Working with our truancy specialist we were able to improve attendance for two targeted students.

	<p>day absences by six students each day.</p> <p>Discipline: we will reduce office referrals by 25% from the previous year.</p>	<p>Office referrals were reduced 20% from previous year. We also nearly eliminated out of school suspensions by implementing restorative justice practices.</p>
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Narrative Reflection:

<p style="text-align: center;">Narrative Reflection</p>	
<p>Process:</p>	<p>Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works, intervention companion program. Using our Professional Learning Community structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and be able to do at each grade level. Heavily invested teachers identify high leverage instructional strategies to maximize student achievement. This year each grade level team had a PLC leader that ensured the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.</p>
<p>Literacy: K-2 Reading</p>	<p>Kindergarten: we met our goal! 48% of our class was ‘high growth’ and 28% was ‘clear growth.’ We taught Wonders with fidelity. We differentiated our teaching, so our students were able to challenge themselves to their fullest potential. We had leveled reading groups; which allowed students to work at their own level; while encouraging them to challenge themselves daily. The overall confidence that we saw within our students was a clear indicator that our students loved learning and took pride in what they were doing in reading. We often saw daily exchanges of them encouraging one another by challenging themselves and always doing their best. *We want to focus more on our BENCHMARK students in the BOY because we want clear growth in all areas. We will do this by improving their individual growth through daily instruction and double-dosing on their set skills.</p> <p>First Grade: we exceeded our goal by 1%, constant and effective team collaboration, flexible leveled reading groups, and the team was effective in targeting and meeting student needs. Areas needing further inquiry:</p>

	<p>How to support the students who we know struggled to meet benchmark, learn how to better implement Wonders curriculum. How to have effective team collaboration between four teachers and support staff with a push-in model. What process we used to ensure student growth: with constant collaboration and informal data team cycles, we were well informed in what skills and areas students struggled with. We developed instructional strategies and systems to ensure that the needs of the students were met. Our flexible reading groups helped to separate students by level so that they could get meaningful and effective instruction. We understood how phonics was imbedded in the Wonders curriculum and were able to teach the foundational skills/phonics that first graders require.</p> <p>Second Grade: According to our end-of-the year DIBELS scores, we did not meet our goal of 85%, or 43 of our 50 students reading at benchmark. Instead, we ended the year with 82% of our students, or roughly 41 out of our 50 students. We taught Wonders with fidelity. We differentiated our instruction to ensure that our students received instruction at their level, while encouraging them to always strive for their personal best. We looked for ways to make the more teacher-driven portions of “Wonders” more “active” and engaging and students were encouraged to work collaboratively, often in small, mixed-ability groups. Students were regularly exposed to examples of fluent and expressive reading. The importance of reading accurately was emphasized along with listening to themselves read. One possible contributing factor is that while struggling readers improved, they were not able to match the DIBELS “trajectory”, and, as a result, were not able to achieve benchmark.</p>
<p>Literacy: 3-5 ELA</p>	<p>Intermediate team: We had a large focus on RACE (Restate, Answer, Cite, Explain) from the beginning of the year. We set our PGE goal to be about students answering questions completely and worked hard on it throughout the year. Students spent time looking over student samples, rating which parts of the RACE were included. We were able to expand that into our longer form responses to texts that mirrored the performance task portion of the SBA. The text “Writing to Texts Common Core” was particularly helpful in providing us with short passages to help students compare and contrast texts, as well as write narrative, informational, and opinion pieces. Where we did not see growth (4th grade) it is attributed to the following: we had multiple students with excessive absences/tardies as well as students who performed well on classroom assessments, but performed well below their ability on the SBA. This was often due to them racing through the test without reading the questions closely. This is shown by only 1% being at level 1 when the cohort was in 3rd grade and then 19.4% in 4th grade.</p>
<p>Math: 3-5 Math</p>	<p>Intermediate team: One strategy that was helpful was the use of task cards. Students were able to move around the room and work together to solve problems. Often they could check their own work using an answer</p>

	<p>key. Another strategy that seemed helpful was partnering students to check their independent work and practicing having discussions to support their answers. Finally, we believe that targeting one IXL skill per week that matched in class instruction helped students get the extra practice they needed to master a given skill. Where we did not see growth (4th grade) we attributed to the following: majority of the students did not know their basic facts with accuracy and therefore were not able quickly solve problems.</p>
<p>Science: 5th Science</p>	<p>Students were provided much practice with the different parts of the inquiry method, particularly writing procedures and the conclusion. Prior to participating in the science fair, we had students use the rubric to rate students work from last year. This helped them become more familiar with the inquiry method and be better able to do it on their own. They also practiced experiencing and doing write ups about the design process. We spent time completing and talking about general scientific knowledge as well, using released items form the test.</p>
<p>Achievement Gap</p>	<p>These students received small group instruction for 40 minutes five days a week. They were closely monitored using formative assessments. They received direct instruction either using BURST or Wonder Works curricula, in addition to their core literacy instruction. In a small group setting, these students had ample opportunities to practice listening, speaking, reading, and writing skills. Instruction highlighted vocabulary, reader's theater, and writing in response to reading. Students received direct instruction on Tier II vocabulary, which helps EL students access the core curriculum. The small group format lowers students' affective filter and builds confidence. This is particularly important for students acquiring English. In addition, peer-to-peer interactions help students gain language models and promote a supportive learning environment.</p> <p>The Safety Net team worked to foster a strong home-school connection through invitations to reader's theater performances, family participation in practicing fluency at home, hosting a Parent Literacy Night event, and communicating student progress regularly. These efforts helped EL families learn about our school culture and provide effective support at home.</p>
<p>School Effectiveness:</p>	<p>This indicates to us that teachers are communicating with each other about instructional practice but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through practice and training in the PLC process at Rose Hill.</p> <p>Teachers received feedback from the principal, Data Team members, PGE Team members and grade level team members. The perception is dependent on the communication between team members and, as Data Teaming becomes more efficient and proficient, we expect communication</p>

	between team members to improve and become more consistent between teams.
Attendance and Discipline:	Attendance was tracked monthly. Working with our district’s truancy specialist we provided support for students with excessive absences. School-wide PBIS systems including Second Step curriculum and tier two support for struggling students reduced behavior incidents including suspensions.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	91% of our K-2 students will reach proficiency by spring 2017 as measured by DIBELS.
Literacy: 3-5 ELA	65% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.
Math: 3-5 Math	70% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.
Science: 5th Science	64% of our 5 th grade students will reach proficiency by spring 2017 as measured by the Measure of Student Progress.
Achievement Gap	5 th Grade students that have been receiving EL services for four or more years; (7 students) 2 will move from a level 2 to a level 3 on 5th Grade ELA SBA and 2 students will move from a level 1 to a level 2. Of the above 7 students, 4 students will exit EL services, as measured by the ELPA 21.
School Effectiveness:	Change perception of “The staff works in teams across grade levels to help increase student learning.” From 48% agree completely to 60% agree completely.
Attendance:	Monitor and track monthly attendance data for all kindergarten students. The goal is a 98% daily attendance rate.
Discipline:	Discipline: we will reduce office referrals by 25% from the previous year by implementing: Think It Over forms and student-generated restitution plans.

Annual School Goals: Academic

Literacy: K-2 Reading

The goal of 91% was determined by analyzing past data growth from 15-16 and comparing it to where our students in each grade level were starting this year. Some grade levels started higher and some lower in regards to DIBELS scores. Using the data, we made strategic decisions about our goal using other assessments. This goal is 5% higher than the previous year.

As a K-2 band we will all be using SIOP strategies, the Wonders curriculum, SGI (focusing on below standard students), will collaborate with SNET and ELL teachers to create coherent instruction and will also be tying PGE goals into the CIP ones which will allow us to spend additional time working towards the same goals.

Literacy: 3-5 Reading

The goal of 65% was determined by analyzing DIBELS BOY scores for the 3rd grade cohort and considered knowledge of students including observable learning behavior and in situational performance on reading and writing task. Individually 3rd grade constructed projections for EOY performance on ELA SBA. 4th and 5th grades used previous year SBAC data, current reading assessments and knowledge of students. We combined our goals to get to 65% which is about the same as the previous year's goal.

As a 3-5 band we will work on incorporating the RACE strategy, particularly on the E (Explain). We'll use the strategy to expand their paragraphs into longer form essays. We will be intentional about teaching the writing process and writing as a response to reading. Many of us will also be using the new writing curriculum. We will integrate EL strategies through the co-teach model. We will utilize building release to co-plan in grade level teams. Students will use Type to Learn and will take their Wonders tests on the computer to increase their ease and comfort with the technology in preparation for the SBA.

Math: 3-5 Math

The goal of 70% was determined by analyzing classroom-based mathematics scores for the 3rd grade cohort (including end-of-topic tests and PGE data collection assessment scores). 3rd grade considered knowledge of students including observable learning behavior and in situational performance on mathematical task including computational fluency, conceptual understanding, perseverance, and number sense. 4th and 5th grades used previous year SBAC data, current math assessments and knowledge of students. We combined our goals to get to 70% which is an increase from the previous year's goal.

As a 3-5 band we will emphasize domain-specific vocabulary and optimize push-in support for EL students and students of concern. We will utilize the EL co-teach model in our classrooms. We will support basic fact mastery in our classrooms and by utilizing technology resources including IXL, Dreambox and Reflex math. The technology will also create more opportunities to student to work on remedial skills or push their understanding above grade level concepts. It will also serve to create ways to access the math at home. We will provide explicit instruction integrating reading and writing

with mathematics through mathematical discussion and “writing to explain”. This will also include math talks to support comprehension and construction of mathematical concepts. We will be differentiating by using Safety Net resources as well as creating opportunities for flexible grouping within grade level teachers.

Science: 5th Science

The goal of 64% was determined by analyzing their first CDSA in Science and their general vocabulary abilities in science. We also considered this cohort’s literacy and math SBAC score from fourth grade. These scores were significantly lower than our previous cohort which is why our goal is below what it was in the previous year.

As a grade level we will be incorporating the scientific method throughout all units. Students will do targeted practice writing conclusion paragraphs. Students will practice the inquiry method through the Science Fair and will practice the design process through the Egg Drop Challenge.

Annual School Goals: Achievement Gap

There is a clear achievement gap represented in our school wide data. Our staff use data to track progress of all students, but in particular those needing additional support through our Safety Net team of specialists. This year as a building we are focusing on our English Language learners to ensure they make adequate progress toward grade level standards.

1. The student intervention team reviewed the K -5 student data to determine a gap in student achievement.
2. We selected the subgroup because there seems to be a population of ELL students that struggle to exit ELL, or move from Level 3 to Level 4. These students are receiving extra support through Safety Net.
3. We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
4. We will progress monitor students through DIBELS tri-annual assessment.

Annual School Goals: School Effectiveness

1. We think that looking at the vocabulary of the first question, and realizing that feedback between teachers is a part of the Data Teaming process, can shift that perception up.
2. We think that tracking staff collaboration between grade levels (SPED training, etc.) will show staff that this work is happening and will raise the perception of the staff for this question.

Annual School Goals: Attendance

One of the most important factors related to achieving academic success is also one of the

most basic: going to school every day. In fact, research has shown that attendance records may be the biggest factor influencing academic success. Rose Hill has room for growth and improvement in the area of attendance. The goal this year is to focus on our incoming kindergarten class to ensure that healthy attendance habits are developed during the first year of school. Strategies include: monthly outreach to all kindergarten families regarding the importance of daily attendance, mini attendance workshops for families with chronic absences and/or tardies, and monthly attendance challenges.

Annual School Goals: Discipline

We continue to focus on reducing office referrals by implementing school-wide PBIS systems including Second Step curriculum and tier two supports for struggling students. Additionally this year we are implementing Restorative Justices practices including Think It Over forms and Restitution plans.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Continued implementation of new literacy curriculum aligned to the CCSS • Use Wonders to teach reading strategies using whole group and small group instruction • Differentiated Reading Groups • BURST for our students needing intense support • Safety Net staff will use Lexia for targeted students • Implement instructional routines as outlined in Wonder curriculum • Participate in learning walks across school sites to learn and refine instructional strategies • Emphasize importance of completing books at each students' level through AR • Practice released <i>Smarter Balanced</i> questions • Use novel study to practice skills including: identifying figurative language, making connections to text, learning vocabulary, analyzing text for comprehension, making predictions, and questioning • Have students complete Weekly Reader Magazines for additional Common Core aligned Non-Fiction reading practice • Use the results from district created Performance Assessments to inform our instruction • Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students • Emphasize importance of completing books at each students' level through AR • Flexible groupings for intervention instruction.

	<ul style="list-style-type: none"> • CORE ELA • DIBELS Benchmark testing 3x a year along with Progress Monitoring • Read Naturally for Fluency-Safety Net group • Double Dip intervention for students in Safety Net • Strategic use of instructional assistants to support ELA instruction in class and small groups
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Release time for collaboration and team planning • On-going ELA/Differentiated training through CORE • CORE • Data Teams • Learning Walks • Training for Classified staff with Instructional Routines/CORE
<i>Resources needed</i>	<ul style="list-style-type: none"> • Instructional Routines Manual • Core Sourcebook • PLC time • Data Team time
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Administration • Staff; grade level teachers, Safety Net team, EL teacher, and IAs supporting small reading groups

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Implementation of small group instruction in math • Use IXL skills and math homework to reinforce classroom lessons • Use Dreambox to support deepening of conceptual understanding of math at each students “just right level” • Push in support provided by Safety Net Staff • Use the Envisions curriculum to teach concepts • Use Envisions Problem of Day to teach problem solving strategies • Complete a Data Team cycle with a focus on basic multiplication fact mastery • Homework Club to support math skills • Community volunteers (Watch Dog Dads) for individual/small group work • Keyboard practice and application for mathematics • Small group instruction – helping students to break problems apart and solve one step at a time. • Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies • Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and

	division facts and applications, and understanding and applying fractions
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> Continued Data Team/Professional Collaboration training Continued integration/training of Dreambox and IXL Collaboration time for general education and Safety Net staff More training and examples of small group instruction in mathematics
<i>Resources needed</i>	<ul style="list-style-type: none"> Online tools-IXL and Dreambox; effective technology Assessment and practice resources aligned to SBA, both print and online. Keyboarding (online) <p>Flash Cards and other resources for math fluency</p>
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> Administration Staff: general education, EL, Safety Net, and Special Education IA's & Volunteers

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> Progress monitored monthly through Rose Hill's Building Leadership Team Implementation of peer feedback system for staff Implement a perception survey of Teacher Feedback to staff a couple times a year. Dedicate LEAP time to vertical teaming Continue supporting collaborative data team sessions during LEAP days.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> Professional development in co-teaching, push-in, and vertical teaming EL and general education teachers co teaching will attend the Title I conference spring 2017
<i>Resources needed</i>	<ul style="list-style-type: none"> Time and structures to ensure teams are meeting regularly across grade levels Learning walks between grade levels to share practices
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> Building Leadership Team Staff Administration

Goal Area	Discipline
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> Implementation of Student Intervention Team (SIT) School-wide implementation of Second Step Kelso's Choices to targeted classrooms needing additional support Tier II supports including individualized support plans for high needs students

	<ul style="list-style-type: none">• Regular communication to parents
<i>Professional Learning needed</i>	<ul style="list-style-type: none">• Second Step training for new staff• Leverage our special education staff for whole staff PD on behavior• Implementation of Pre-Referral/Intervention Manual strategies• SIT team training on roles and responsibilities including determining areas of expertise aligned to the manual
<i>Resources needed</i>	<ul style="list-style-type: none">• Training for whole staff in SIT process• Training for SIT team members
<i>Responsible individual or team</i>	<ul style="list-style-type: none">• SIT Team• Staff• Administration

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Strategies to involve:

- Piloting new communication tool, weekly newsletters from the school outlining important events and instructional program information
- School sponsored family math, literacy, and technology nights
- Forming of the Principal Advisory Committee
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs
- Key resources translated into Spanish
- Feedback, planning and participation through PTSA and Natural Leaders
- Community surveys to determine interests
- Family STEM nights for targeted families
- Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Strategies to Inform:

- Annual presentation to the Principal Advisory Committee
- Annual presentation during the fall PTSA General Meeting
- Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter
- Key resources translated into Spanish
- Finalized CIP plan posted on website and send to each family in January newsletter
- Information shared/distributed during annual Meet & Greet, Curriculum Nights, and conferences.