

Rose Hill Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: The diversity of our school is a source of strength and pride. 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 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 recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We aim to have high levels of high functioning collaboration using a Data Team protocol. Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in all academic areas. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. We have EL and general education teacher partnerships engaged in co-teaching core curriculum. Rose Hill Elementary 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.

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

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		449	477	488
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	19.6	25.8	30.3
	Black/African American	1.6	1.7	1.6
	Hispanic/Latino of any race(s)	22.5	20.3	17.2
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	9.8	10.3	12.1
	White	46.3	41.7	38.7
Students Eligible for Free/Reduced Price Meals (%)		26.9	20.7	19.7
Students Receiving Special Education Services (%)		14.5	11.5	10.2
English Language Learners (%)		24.9	23.4	20.1
Students with a First Language Other Than English (%)		37.9	40.3	39.5
Mobility Rate (%) ²		16.3	34.6	15.8

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	96	91	80
1 st Grade	83	84	88
2 nd Grade	81	84	86

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	67	73	68
4 th Grade	65	64	80
5 th Grade	73	76	84

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	93	91
Black/African American	-	-	-
Hispanic/Latino	75	72	62
Two or more races	88	92	89
White	88	86	85
English Learner	81	79	71
Low Income	71	69	58
Special Education	56	56	50

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	78	81	83
Black/African American	-	-	-
Hispanic/Latino	38	45	51
Two or more races	89	91	82
White	77	77	86
English Learner	9	25	30
Low Income	37	43	45
Special Education	24	29	44

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	64	65	68
4 th Grade	61	62	66
5 th Grade	66	67	72

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	74	71

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	82	84	90
Black/African American	-	-	-
Hispanic/Latino	33	30	40
Two or more races	74	86	78
White	71	72	71
English Learner	26	29	32
Low Income	33	27	28
Special Education	26	24	29

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	82	80
Black/African American	n/a	-	-
Hispanic/Latino	n/a	33	46
Two or more races	n/a	-	-
White	n/a	87	76
English Learner	n/a	-	-
Low Income	n/a	33	33
Special Education	n/a	30	29

↘ = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	88	88	85
1 st Grade	90	88	91
2 nd Grade	94	92	92
3 rd Grade	97	87	91
4 th Grade	93	89	88
5 th Grade	91	93	89

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	85	83	86
Black/African American	--	82	-
Hispanic/Latino	91	83	83
Two or more races	96	96	95
White	94	96	93
English Learner	84	79	83
Low Income	88	84	82
Special Education	93	84	83

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	69	79	-	44	-	77	27	44	29
Math Proficiency Rate (%)	67	83	-	39	-	74	36	39	26
ELA Median Student Growth Percentile ⁹	60	72	-	57.5	63	58	50	60	59
Math Median Student Growth Percentile	63	66	-	60	75	64	57	61	57.5
EL Progress Rate (%)	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	87	-	89	96	96	87	90	89

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITY**Priority #1**

Priority Area	Mathematics
Focus Area(s) <ul style="list-style-type: none"> • Claims • Targets • Standards 	<p>Our focus in kindergarten is on identifying and visualizing the numbers 1-5, cardinality of numbers, patterns, and flexibly counting backwards from ten.</p> <p>Our focus in 1st grade is on computing using counting on and number lines. We will also focus on math fact fluency and counting backwards. We will focus on patterns, as well. Have students show their work and explain their thinking using multiple strategies.</p> <p>Our focus in 2nd grade is on math fact fluency and two-digit addition and subtraction with regrouping.</p>
Focus Grade Level(s)	Kindergarten, 1 st grade, 2 nd grade
Desired Outcomes <ol style="list-style-type: none"> 1. Below Standard Goal 2. Above Standard Goal 3. Gap/Equity Driven Goal 	<p>Kindergarten:</p> <p>1st grade:</p> <ul style="list-style-type: none"> • We will move first graders from 25% to 70% proficiency, as measured by our Timed Test for Addition. • We will move first graders from 7% to 65% proficiency, as measured by our Timed Test for Subtraction. <p>2nd grade:</p> <ul style="list-style-type: none"> • By the end of the 2019-2020 school year, 68% of our 2nd graders (54/80) will meet or exceed standard on the Topic 9 Assessment. <p>Below: Students not at standard in fact fluency will spend two times per week in a focused math rotation.</p> <p>Above: Students above standard in fact fluency will explain their thinking using multiple strategies</p> <p>Gap/Equity: Students will work in small group math centers and receive 1:1 support from parent volunteers.</p>
Alignment with District Strategic Plan	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area(s) <ul style="list-style-type: none"> • What data informs your focus area decisions? 	<p>We will use enVision Topic assessments as pre-assessments and summative assessments. We will also use timed fact fluency tests.</p> <p>As a staff, we have noticed that students are struggling with math fact fluency. Students have difficulty adding, subtracting, regrouping, and visualizing number sense.</p>

<ul style="list-style-type: none"> • What rationale beyond data do you have for your focus areas? 	<p>2nd grade sees a deficit in students' ability to work on math fact fluency and two-digit addition subtraction with regrouping.</p>											
<p>Strategy to Address Priority 19-20</p>	<table border="1"> <thead> <tr> <th data-bbox="462 252 976 317">Action</th> <th data-bbox="976 252 1495 317">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 317 976 464">Weekly timed fact fluency tests in 1st grade and 2nd grade.</td> <td data-bbox="976 317 1495 464">Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.</td> </tr> <tr> <td data-bbox="462 464 976 569">Creating/reviewing number lines in K, 1st grade, and 2nd grade.</td> <td data-bbox="976 464 1495 569">Building PD time or release time will be granted to allow for professional collaboration.</td> </tr> <tr> <td data-bbox="462 569 976 642">Book study for "Spend Sum Time with Numbers 1-9."</td> <td data-bbox="976 569 1495 642"></td> </tr> <tr> <td data-bbox="462 642 976 709">Buy rekenrecks to use with students.</td> <td data-bbox="976 642 1495 709"></td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Weekly timed fact fluency tests in 1 st grade and 2 nd grade.	Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.	Creating/reviewing number lines in K, 1 st grade, and 2 nd grade.	Building PD time or release time will be granted to allow for professional collaboration.	Book study for "Spend Sum Time with Numbers 1-9."		Buy rekenrecks to use with students.		
Action	Measure of Fidelity of Implementation											
Weekly timed fact fluency tests in 1 st grade and 2 nd grade.	Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.											
Creating/reviewing number lines in K, 1 st grade, and 2 nd grade.	Building PD time or release time will be granted to allow for professional collaboration.											
Book study for "Spend Sum Time with Numbers 1-9."												
Buy rekenrecks to use with students.												
<p>Strategy to Address Priority 20-21 (Tentative)</p>	<table border="1"> <thead> <tr> <th data-bbox="462 728 976 793">Action</th> <th data-bbox="976 728 1495 793">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 793 976 833">DIBELS math screener</td> <td data-bbox="976 793 1495 833"></td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	DIBELS math screener								
Action	Measure of Fidelity of Implementation											
DIBELS math screener												
<p>Strategy to Address Priority 21-22 (Tentative)</p>	<table border="1"> <thead> <tr> <th data-bbox="462 850 976 915">Action</th> <th data-bbox="976 850 1495 915">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 915 976 955">DIBELS math screener</td> <td data-bbox="976 915 1495 955"></td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	DIBELS math screener								
Action	Measure of Fidelity of Implementation											
DIBELS math screener												
<p>Timeline for Focus</p>	<p>Fall 2019- Spring 2022</p>											
<p>Method(s) to Monitor Progress for 19-20</p>	<p>Kindergarten: Focus on number recognition/identification for the numbers 1-10 using a mixed assessment. Create a counting on/counting backwards assessment. Practice addition and subtraction for numbers 1-5. Work on manipulating numbers (touch counting, counting on, number lines, counting backwards, hundred charts, patterns, flashcards, math talks, rekenrecks). Utilize WaKids assessments, as well.</p> <p>First grade: Take enVision topic assessment and give it as a pre-assessment at the beginning of the year. Give it as a summative assessment at the end of the year. Also, give 1-minute timed fact fluency tests for BOY, MOY, and EOY. Focus on adding and subtracting within the numbers 1-10.</p> <p>Second grade: Take enVision Topic 9 assessment and give it as a pre-assessment at the beginning of the year. Give it as a summative assessment at the end of the year. Also, give timed fact fluency tests. Focus on adding and subtracting within the numbers 1-20.</p>											

CONTINUOUS IMPROVEMENT PRIORITY

Priority #2

Priority Area	Math																		
Focus Area Option(s) <ul style="list-style-type: none"> • Claims • Targets • Standards 	<p>We have decided to focus on one math claim from the SBA assessment: <u>Concepts and Procedures</u></p> <p>We are focusing on three targets per grade level within the overall claim to increase proficiency in concepts and procedures:</p> <ul style="list-style-type: none"> • Third grade: A, D, E • Fourth grade: A, D, E • Fifth grade: A, C, D 																		
Focus Grade Level(s)	Grades 3, 4, and 5																		
Desired Outcomes 4. Below Standard Goal 5. Above Standard Goal 6. Gap/Equity Driven Goal	<p>We have selected three outcomes to support the following groups of students: those that are below standard in the claim, those that are near/at standard in the claim and a gap/equity driven group that is below standard in the claim. We have created goals for each year in this three-year plan.</p> <p>1. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percentage of students scoring near/at/above from 80% (2018-2019) to 90% (2019-2020):</p> <p>Five Year Outlook</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td align="center">Result</td> <td align="center">76% near, at or above standard</td> <td align="center">80% near, at or above standard</td> <td align="center">TBD</td> <td align="center">TBD</td> <td align="center">TBD</td> </tr> <tr> <td align="center">Goal</td> <td></td> <td></td> <td align="center">90% near, at or above standard</td> <td align="center">92% near, at or above standard</td> <td align="center">95% near, at or above standard</td> </tr> </tbody> </table> <p>2. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percentage of students scoring in "above standard" range from 51% (2018-2019) to 55% (2019-2020):</p> <p>Five Year Outlook</p>		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Result	76% near, at or above standard	80% near, at or above standard	TBD	TBD	TBD	Goal			90% near, at or above standard	92% near, at or above standard	95% near, at or above standard
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022														
Result	76% near, at or above standard	80% near, at or above standard	TBD	TBD	TBD														
Goal			90% near, at or above standard	92% near, at or above standard	95% near, at or above standard														

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Result	50% above standard	53% above standard			
Goal			55% above standard	58% above standard	60% above standard

3. For the 2019-2020 school year, as measured by end of year SBA data, the intermediate team will increase percent of ELL students scoring near/at/above from 42% (2018-2019) to 70% (2019-2020), reducing the gap between general achievement and that of ELL students from 38 to 20 percentage points.

Five Year Outlook

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Result	39% near, at, or above standard	42% near, at, or above standard			
Goal			70% near, at, or above standard	77% near, at, or above standard	85% near, at, or above standard
Gap Goal	37	38	20	15	10

Alignment with District Strategic Plan

Multi-Tiered Systems of Support - Academics (MTSS-A)

Data and Rationale Supporting Focus Area(s)

- What data informs your focus area decisions?
- What rationale beyond data do you have for your focus areas?

Our focus area goals are based on a two-year analysis of SBA assessment data. Our data showed that the concepts and procedures claim was consistently lower compared to the other claims. Furthermore, our gaps with EL students were also the widest and most evident in this claim.

We identified the "Concepts and Procedures" claim as a domain for inquiry and, through discussion, further specified three target areas as foci of intervention. For all three grade levels, targets pertain to problem solving, facility with four operations, and base-ten understanding. By using CCSS, we will design and test intervention along mathematics progressions across grades.

	<p>We believe that a concerted focus on this claim and the specific targets identified above will improve student’s overall proficiency on the mathematics SBA. More importantly, we believe it will also build important foundational skills allowing students to achieve higher growth in future grade levels.</p>													
<p>Strategy to Address Priority 19-20</p>	<table border="1"> <thead> <tr> <th data-bbox="462 350 974 426">Action</th> <th data-bbox="980 350 1494 426">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 426 974 741"> <p>Identify and/or create diagnostic assessment to guide intervention. (Screen for computational fluency, base ten understanding, and number sense.)</p> <p>Implement screening, scoring, and planning for intervention with vertical coherence.</p> </td> <td data-bbox="980 426 1494 741"> <p>Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.</p> </td> </tr> <tr> <td data-bbox="462 741 974 989"> <p>Based on diagnostic assessment, implement MTSS focused on students current conceptual understanding and procedural fluency and anchored in mathematics learning progressions (Math SN).</p> </td> <td data-bbox="980 741 1494 989"> <p>SN teachers will confer with classroom teachers frame intervention lessons-based diagnostics.</p> </td> </tr> <tr> <td data-bbox="462 989 974 1270"> <p>Engage in cross-grade professional learning focused on developing common understanding of concepts and procedures described in focus targets (e.g. book study, track vertical progression of CCSS, workshop common language and practices).</p> </td> <td data-bbox="980 989 1494 1270"> <p>Building PD time or release time will be granted to allow for professional collaboration.</p> </td> </tr> <tr> <td data-bbox="462 1270 974 1551"> <p>Establish cross-grade practices to support all mathematicians (e.g. number talks, common language and practice to describe mathematics practices, common accountable talk and student discourse routines).</p> </td> <td data-bbox="980 1270 1494 1551"> <p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p> </td> </tr> <tr> <td data-bbox="462 1551 974 1831"> <p>Based on professional learning and collaboration, implement SIOP and CRT strategies in the classroom (e.g. emphasize and support development of mathematics vocabulary, model & elicit multiple representation, emphasize and facilitate student discourse).</p> </td> <td data-bbox="980 1551 1494 1831"> <p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	<p>Identify and/or create diagnostic assessment to guide intervention. (Screen for computational fluency, base ten understanding, and number sense.)</p> <p>Implement screening, scoring, and planning for intervention with vertical coherence.</p>	<p>Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.</p>	<p>Based on diagnostic assessment, implement MTSS focused on students current conceptual understanding and procedural fluency and anchored in mathematics learning progressions (Math SN).</p>	<p>SN teachers will confer with classroom teachers frame intervention lessons-based diagnostics.</p>	<p>Engage in cross-grade professional learning focused on developing common understanding of concepts and procedures described in focus targets (e.g. book study, track vertical progression of CCSS, workshop common language and practices).</p>	<p>Building PD time or release time will be granted to allow for professional collaboration.</p>	<p>Establish cross-grade practices to support all mathematicians (e.g. number talks, common language and practice to describe mathematics practices, common accountable talk and student discourse routines).</p>	<p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p>	<p>Based on professional learning and collaboration, implement SIOP and CRT strategies in the classroom (e.g. emphasize and support development of mathematics vocabulary, model & elicit multiple representation, emphasize and facilitate student discourse).</p>	<p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p>	
Action	Measure of Fidelity of Implementation													
<p>Identify and/or create diagnostic assessment to guide intervention. (Screen for computational fluency, base ten understanding, and number sense.)</p> <p>Implement screening, scoring, and planning for intervention with vertical coherence.</p>	<p>Teachers collaborate within and across grade levels to determine common assessment progression, timeline, and scoring protocol.</p>													
<p>Based on diagnostic assessment, implement MTSS focused on students current conceptual understanding and procedural fluency and anchored in mathematics learning progressions (Math SN).</p>	<p>SN teachers will confer with classroom teachers frame intervention lessons-based diagnostics.</p>													
<p>Engage in cross-grade professional learning focused on developing common understanding of concepts and procedures described in focus targets (e.g. book study, track vertical progression of CCSS, workshop common language and practices).</p>	<p>Building PD time or release time will be granted to allow for professional collaboration.</p>													
<p>Establish cross-grade practices to support all mathematicians (e.g. number talks, common language and practice to describe mathematics practices, common accountable talk and student discourse routines).</p>	<p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p>													
<p>Based on professional learning and collaboration, implement SIOP and CRT strategies in the classroom (e.g. emphasize and support development of mathematics vocabulary, model & elicit multiple representation, emphasize and facilitate student discourse).</p>	<p>Confer with EL teachers to formalize and encode common practices so that these become part of schoolwide culture.</p> <p>Confer with primary grade colleagues to establish vertical K-5 alignment.</p>													

Strategy to Address Priority 20-21 (Tentative)	Action	Measure of Fidelity of Implementation
	Analyze effectiveness of SNET program for 19-20.	Schedule a grade level (3-5) meeting in August to look at data for SNET math students.
	Work on goals focusing on increasing alignment across K-5.	Continue to dedicate LEAP and staff meeting time for vertical alignment.
Strategy to Address Priority 21-22 (Tentative)	Action	Measure of Fidelity of Implementation
	Work on goals focusing on increasing alignment across K-5.	Continue to dedicate LEAP and staff meeting time for vertical alignment.
Timeline for Focus	Fall, 2019- Spring, 2022	
Method(s) to Monitor Progress for 19-20	We will use two different methods to monitor progress in the 2019-20 school year. First, we use the assessment screener that is created this year to track specific landmarks in computational fluency. Second, teachers will administer interim assessments that are centered on the targets identified above.	

Priority #3

Priority #3									
Priority Area	Social and Emotional								
Focus Area	Panorama Survey (Sense of belonging) Fall 2018 to Spring 2019, students' response rate dropped from 70 to 68%.								
Focus Grade Level(s)	Grade 3-5								
Desired Outcome	Increase Response rate back to 75% or higher on Panorama survey								
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)								
Data and Rationale Supporting Focus Area	Social Emotional Survey-Panorama Data (Sense of Belonging). We believe that this focus area is a keystone rationale.								
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>Second Step Lessons – Respect, inclusion, friendship, etc.</td> <td>Pre- Post survey after Second Step Lessons</td> </tr> <tr> <td>School Wide Project – Bulletin Board/show student work</td> <td>Completed Bulletin Board</td> </tr> <tr> <td>Special Lunch with teachers/Admin</td> <td>Teacher/Admin Report</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Second Step Lessons – Respect, inclusion, friendship, etc.	Pre- Post survey after Second Step Lessons	School Wide Project – Bulletin Board/show student work	Completed Bulletin Board	Special Lunch with teachers/Admin	Teacher/Admin Report
	Action	Measure of Fidelity of Implementation							
	Second Step Lessons – Respect, inclusion, friendship, etc.	Pre- Post survey after Second Step Lessons							
	School Wide Project – Bulletin Board/show student work	Completed Bulletin Board							
Special Lunch with teachers/Admin	Teacher/Admin Report								
Timeline for Focus	Winter, 2019 - Spring, 2022								
Method(s) to Monitor Progress	Panorama survey result.								

Priority #4

Priority Area	High Levels of Collaboration and Communication	
Focus Area(s)	Collaboration Across Grade Levels	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	Staff completely agrees or mostly agrees that there is opportunity for collaboration and communication across grade levels.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	In the Nine Characteristics data from 2018-19, 14% of staff agree slightly that the staff has a high level of collaboration and communication. We would like to raise the percentage of combined agree mostly and agree slightly to 96%.	
Strategy to Address Priority 19-20	Action	Measure of Fidelity of Implementation
	Provide opportunities for staff to work across grade levels.	Keep a running record of collaboration between grade levels at LEAP meetings and staff meetings.
	Grade level sharing occurs during BLT meetings. This information is shared with staff through BLT notes and representatives reporting out to their grade levels.	Survey staff in January and April on progress towards the goal of collaboration across grade levels.
	Provide opportunities for multi-grade level input during LEAP activities such as SIOP and CRT trainings.	
	Create vertical PD around shared Math SIP goals.	
Strategy to Address Priority 20-21 (Tentative)	Action	Measure of Fidelity of Implementation
	Reflect on Nine Characteristics data for 2019-20 and revise goal in response to data.	
Strategy to Address Priority 21-22 (Tentative)	Action	Measure of Fidelity of Implementation
	Reflect on Nine Characteristics data for 2019-20 and revise goal in response to data.	
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Communication with staff through informal and formal feedback.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

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.¹⁰ 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.	Fall 2019
	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 and Natural Leaders.	Fall 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Refer to SIP goals throughout the year and remind parents that they are partners in reaching goals	Ongoing
	Host parent events intended to inform and empower parents as partners including: -tech night -math night	Fall and Spring 2019-20
	Specifically engage our Spanish speaking parent community on our goals and create opportunities to share instructional strategies and tools in home language	Fall 2019-Spring 2020

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>