

# RUSH ELEMENTARY

## School Improvement Plan

### Annual Update: 2022-23

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Rush Elementary is a school where all students are provided a rich academic education in a safe, nurturing environment. Rush is situated in South-Redmond and most students who graduate from Rush Elementary go on to attend Rose Hill Middle School and then Lake Washington High School. Last year, 598 students attended Rush Elementary. One of our strengths as a community is the diversity of our students who bring rich knowledge and experiences from many cultural backgrounds. Our students and families speak more than 40 languages and come from all over the United States and the world. We have one of the largest Multilingual Learner programs in the district and provide a differentiated model to support each student. Our teachers use Sheltered Instruction Observation Protocol (SIOP) strategies in their classrooms to help all students be successful, including our multilingual learners.

Using a Multi-Tiered Systems of Support (MTSS) approach, we use data to carefully decide how best to serve students and provide an appropriate level of academic and behavioral support. This year, we have welcomed students and families, who were previously served in Learning Centers, back to Rush. We believe that all students should be thriving members of their home school. Our staff works hard to collaborate and differentiate so the needs of all students are met at Rush. We also use a schoolwide Positive Behavioral Interventions & Supports (PBIS) program. Taking a proactive approach to teaching students clearly defined behavior expectations has allowed us to collect data and address student needs in a positive and supportive way. We are of the mindset that our proactive approach will increase our students' sense of belonging at Rush. To provide our students with a strong tier 1 foundation and build our students' sense of community, our PBIS committee is participating in Restorative Practices professional development. Our work with Restorative Practices will focus on nurturing healthy relationships and creating just and equitable learning spaces where each student can thrive as they feel welcomed, valued, and appreciated. This complements the work our Equity Team is doing to make sure every student is represented and has a voice in all aspects of our community. This year, we are also continuing to implement the new Illustrative Math curriculum which builds deep conceptual understanding as well as developing math fluency. The goal is to help our students become confident mathematicians who are not afraid to struggle to solve complicated problems.

We believe partnering with families is essential to our success. Teachers meet with families at least three times a year during Family Connection meetings in August and conferences in October and January. We also have family members on multiple leadership teams including our Equity Team and PBIS team. Our PTA always supports the educational process and provides enriching programs which further enhance the positive school climate and culture for our students and their families. We are confident that Rush provides a strong academic and social emotional learning experience where children can thrive, and families feel involved. Our teachers spend considerable time in staff development to continuously improve their practices and meet the needs of each child. We believe that every student can achieve high standards, and we work hard to ensure success for each of our students.

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<sup>1</sup> LWSD School Board Approval on <insert date>

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

**2022-23 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	K-2	80% or more of kindergarten and 1 <sup>st</sup> grade students will demonstrate proficiency in the 'Phonemic Awareness' component as measured by FastBridge earlyReading on the Screening-to-Intervention (s2i) Report.
2	Mathematics	Students with Individual Education Plans (IEPs) in mathematics	90% of our Special Education students receiving specially designed instruction in math will have access points aligned with the lesson's math standard 80% of the time they are in their general education math class.
3	Emotional Regulation	K-5	70% of students in grades 3-5 will self-report that they are able to regulate their emotions based 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.

Priority #1				
Priority Area	English Language Arts/Literacy			
Focus Area	Foundational Literacy Skills			
Focus Grade Level(s) and/or Student Group(s)	K-2			
Desired Outcome	80% or more of kindergarten and 1 <sup>st</sup> grade students will demonstrate proficiency in the ‘Phonemic Awareness’ component as measured by FastBridge earlyReading on the Screening-to-Intervention (s2i) Report.			
Alignment with District Strategic Initiatives	MTSS			
Data and Rationale Supporting Focus Area	A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing our Fall FastBridge universal screener data, “Phonemic Awareness” was low in both 1 <sup>st</sup> and 2 <sup>nd</sup> grade. Historically, we also see a drop in Phonemic Awareness scores for kindergarten in the middle of the year. This drop is due to the increase of rigor on the assessment. The kindergarten assessment adds word segmenting and nonsense words in the middle of the year.			
	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.			
	Grade	Phonemic Awareness	Phonics and Fluency	Reading
	Kindergarten	83%	80%	84%
	1 <sup>st</sup> Grade	33%	69%	69%
	2 <sup>nd</sup> Grade	74%	74%	72%
	3 <sup>rd</sup> Grade	92%	80%	84%
	4 <sup>th</sup> Grade	97%	89%	89%
	5 <sup>th</sup> Grade	91%	80%	81%
	Focusing on phonemic awareness in the primary grades should also increase the other scores that are below 80%. We will continue to monitor the other scores that are below 80% to make sure they are increasing.			
Strategy to Address Priority	Action	Measure of Fidelity of Implementation		
	Tier 1: Implement whole-class Heggerty in collaboration with Safety Net teachers in all kindergarten, 1 <sup>st</sup> grade and 2 <sup>nd</sup> grade classes with fidelity	% of classrooms dedicating 10-15 minutes daily for Heggerty instruction		
	Tier 1: Daily use of explicit phonics lesson sequence (including phonemic awareness) when	% of classrooms teaching the Wonders phonics lessons		

	teaching Wonders whole group with fidelity	
	Tier 2: Implement effective small group differentiated instruction for students with risk indicators in phonemic awareness in the general education classroom	% of students with risk factors receiving differentiated small group instruction in the general education classroom Audit of materials used for small group instruction (e.g., Wonders Tier 2 handbooks)
	Tier 2: Implement effective small group differentiated instruction for students with risk indicators in phonemic awareness through Safety Net and Multilingual Learner programs	% of students with risk factors receiving differentiated small group instruction through our 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 our Special Education Program Audit of materials used for small group instruction (e.g., SIPPS, Phonographics)
	Professional Learning: Provide professional learning to all kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers, as well as interventionists in strong foundation literacy instruction using a research-based approach (CORE Learning)	% of identified teachers who have participated in the training
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• FastBridge universal screener benchmarks (Fall, Winter, Spring)</li> <li>• Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness</li> <li>• LWSD Foundational Skills Mini-Assessments</li> <li>• Wonders Phonemic Awareness Assessments</li> <li>• Heggerty Assessments (by grade level)</li> </ul>	

## Priority #2

<b>Priority Area</b>	Mathematics		
<b>Focus Area</b>	Access to Core Instruction		
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5 Students		
<b>Desired Outcome</b>	90% of our Special Education students receiving specially designed instruction in math will have access points aligned with the lesson's math standard 80% of the time they are in their general education math class.		
<b>Alignment with District Strategic Initiatives</b>	Inclusion		
<b>Data and Rationale Supporting Focus Area</b>	Our FastBridge beginning of the year data shows that many of our students are on track in mathematics (see data below).		
	<b>Grade</b>	<b>earlyMath (Number)</b>	<b>CBMmath Automaticity (Operations)</b>
	Kindergarten	88%	84%
	1 <sup>st</sup> Grade	79%	84%
	2 <sup>nd</sup> Grade	62%	64%
	3 <sup>rd</sup> Grade	88%	79%
	4 <sup>th</sup> Grade	95%	84%
	5 <sup>th</sup> Grade	95%	79%
	When we disaggregate the data, we find that our students received services in Special Education are much more likely to be at risk than other students.		
	<b>Grade</b>	<b>Special Education Students</b>	<b>Non-Special Education Students</b>
	Kindergarten	47%	87%
	1 <sup>st</sup> Grade	10%	83%
	2 <sup>nd</sup> Grade	6%	68%
	3 <sup>rd</sup> Grade	23%	87%
	4 <sup>th</sup> Grade	53%	87%
	5 <sup>th</sup> Grade	13%	88%
	Our school team determined that, for many of our Special Education students, growth in math will not be shown by FastBridge scores. By increasing access points for all students that align with the standard being taught in math, individual student achievement in mathematics should increase. All students will have an opportunity to work towards grade-level standards during math instruction.		
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	
	Collaboration: Teachers will use a protocol (such as TIES 5/15/45) to collaboratively write unit and lesson plans to determine access points for students with IEPs in mathematics	% of educators who participate in regular meetings using protocols to collaboratively write unit or lesson plans to determine access points for students	

	Collaboration: Teachers will use a protocol (such as TIES 5/15/45) to collaboratively review unit and lesson plans to identify and eliminate embedded barriers and provide differentiated instruction for students	% of educators who participate in regular meetings using protocols to collaboratively review unit or lesson plans to identify and eliminate embedded barriers
	Tier 1: Teachers will follow principles of UDL by providing flexible means of representation, to eliminate embedded barriers in math instruction.	% of classrooms in which students are observed using varied means of representation to access math content
	Professional Learning: Provide training for teachers and paraeducators in UDL to eliminate barriers to math instruction for all students, including those with disabilities.	Educator rating scale in confidence using principles of UDL to eliminate barriers
	Tier 2: Teach lessons on effective peer tutoring and natural peer supports for students with disabilities to all grade levels at least once per year	% of students who can explain how to be a supportive peer for classmates with disabilities
	Professional Learning: Teachers and paraeducators receive learning on facilitating natural peer supports for students with disabilities and coaching students on application of peer support and tutoring skills taught in lessons (methods of support will vary based on educator need – may include co-teaching, training, mentoring)	% of educators who engage in support opportunities
	Tier 3: Align math IEP goals to grade level math standards.	% of math IEP goals that are aligned to grade level math standards
	Professional Learning: Provide learning for teachers in standards-based grading and reporting practices that allow families to understand how students are progressing towards the standard.	% teachers including comments in their report cards that indicate how students are progressing towards the standard when a standard-based score does not provide adequate information
<b>Timeline for Focus</b>	Fall, 2022 - Summer, 2024	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Student observations</li> <li>• Teacher surveys</li> <li>• UDL walk through observations during math instruction</li> <li>• Percentage of standards-based math IEP goals</li> <li>• Teacher UDL self-assessment</li> </ul>	

### Priority #3

Priority Area	Social and Emotional																	
Focus Area	Emotional Regulation																	
Focus Grade Level(s) and/or Student Group(s)	K-5																	
Desired Outcome	70% of students in grades 3-5 will self-report that they are able to regulate their emotions based on the Panorama Survey.																	
Alignment with District Strategic Initiatives	MTSS																	
Data and Rationale Supporting Focus Area	<p>The Panorama Survey asks students to reflect on their own social-emotional learning as well as the school culture around 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. Our fall data is shown below.</p> <table><tr><th>Topics</th><th>Percentage of Favorable Answers</th></tr><tr><td>Supportive Relationships</td><td>89%</td></tr><tr><td>Self-Management</td><td>78%</td></tr><tr><td>Positive Feelings</td><td>74%</td></tr><tr><td>Social Awareness</td><td>74%</td></tr><tr><td>Self-Efficacy</td><td>64%</td></tr><tr><td>Challenging Feelings</td><td>63%</td></tr><tr><td>Emotional Regulation</td><td>54%</td></tr></table> <p>This was one of our goals from last year. With the staff’s work, we have increased our emotional regulation by 7% compared to last year (47% favorable responses). Based on the 2022 fall Panorama Survey, emotional regulation is still lower than the other topics. Also, by working on emotional regulation, we think it will help increase our challenging feelings score. As students are better able to regulate their emotions, they will experience fewer challenging feelings.</p>		Topics	Percentage of Favorable Answers	Supportive Relationships	89%	Self-Management	78%	Positive Feelings	74%	Social Awareness	74%	Self-Efficacy	64%	Challenging Feelings	63%	Emotional Regulation	54%
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Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Tier 1: Create and give a survey around emotional regulation to K-2 students.</td><td>% of K-2 students who complete the survey</td></tr><tr><td>Tier 1: Teach SEL lessons or provide SEL check-ins at least 4 days a week in all classrooms</td><td>% of teachers using the lessons or doing check-ins with students daily</td></tr><tr><td>Tier 1: Implement Emotion Management Unit from Second Step in the general education classroom</td><td>% of teachers who teach all the lessons in the unit</td></tr><tr><td>Tier 1: Provide support for teachers in teaching the Emotion Management unit from Second</td><td>% of classrooms who receive the lessons</td></tr></table>		Action	Measure of Fidelity of Implementation	Tier 1: Create and give a survey around emotional regulation to K-2 students.	% of K-2 students who complete the survey	Tier 1: Teach SEL lessons or provide SEL check-ins at least 4 days a week in all classrooms	% of teachers using the lessons or doing check-ins with students daily	Tier 1: Implement Emotion Management Unit from Second Step in the general education classroom	% of teachers who teach all the lessons in the unit	Tier 1: Provide support for teachers in teaching the Emotion Management unit from Second	% of classrooms who receive the lessons						
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	Step by our counselor (methods of support will vary by teacher need and will including co-teaching, teaching, or mentoring)	
	Tier 1: Teach students how to use the calm down corner effectively in every classroom, including Specialists and Interventionists	% of students who can identify when and how to use the calm down corner
	Tier 1: Teach Zones of Regulation in every classroom, including Specialists and Interventionists	% of students who can explain Zones of Regulation and strategies for moving to the green zone
	Tier 1: Provide common Zones of Regulation signage to be posted in every classroom and other areas of the school (e.g., playground)	% of classrooms with the common signage posted
	Tier 1: Provide training on Zones of Regulation for all classified staff	% of classified staff who participate in the training
	Tier 2: Provide small-group instruction, by our counselor, for students who need tier 2 support in learning and practicing emotional skills	Number of students referred to the counselor and number students who completed the tier 2 instruction
	Family Connection: Partner with PTA to provide family education and resources on emotional management	Number of family member who attend the learning opportunities
	Family Connection: Include monthly articles in our eNews about strategies for emotional regulation that families can implement at home	Number articles in the eNews
<b>Timeline for Focus</b>	Winter, 2021 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Second Step summative knowledge assessment for Emotion Management given twice a year</li> <li>• Panorama Survey data (Fall and Spring)</li> <li>• K-2 Emotional Management Survey</li> </ul>	



## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Panorama data was shared small groups of 5 <sup>th</sup> graders that represent the diverse Rush population. They provided input into the goals as well as the action steps.	October 2022 – November 2022
	We hold biweekly Principal Chats via teams that are open to all family members. Data and a rough draft of our School Improvement Plan was shared with families during a Principal Chat. Input and feedback were collected.	November 2022

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

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. We will create a “School Improvement Corner” in the newsletter with information about our SIP.	November 2022 to June 2023
	The SIP will be shared with small groups of 4 <sup>th</sup> and 5 <sup>th</sup> graders that represent the diverse Rush population and input will be gathered on next steps.	January 2023 to June 2023
	We hold biweekly Principal Chats via teams that are open to all families. We will share our goals and update progress at least three times a year. There will also be a way for participants to provide input and feedback.	Ongoing
	Special Education families will be invited to a session to provide advice on how we can better support students and families. During this time, we will share our goals and update progress. Families will be invited to provide feedback.	February 2023
	The Equity Team, including family members, will develop ways to communicate SIP goals to and gather input from families that are traditionally marginalized.	Ongoing