Rush Elementary

School Improvement Plan

Annual Update: 2021-22

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. 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, 652 students attended Rush Elementary. 4.1% of our students met the qualification for Low Income, 6.4% qualified for Special Education Services, and 30.4% met the qualification criteria for Multi-Language Learner support. 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 support students and provide an appropriate level of academic and behavioral support. Our staff is in our fourth year of schoolwide Positive Behavioral Interventions & Supports (PBIS) implementation. 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 our students can thrive as they feel welcomed, valued, and appreciated. This year, we are focused on implementing 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. This is also the second year that family members have joined our Equity Team to ensure families have a voice at our school and we are creating more equitable opportunities for all students. 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.

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

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

Demographics:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		651	669	680	652
Racial Diversity (%)	American Indian/Alaskan Native	0.3%	0.1%	0.3%	0.5%
	Asian	52.1%	54.7%	57.6%	65.3%
	Black/African American	1.1%	1.0%	1.2%	0.9%
	Hispanic/Latino of any race(s)	6.6%	5.4%	5.4%	4.1%
	Native Hawaiian/Other Pacific Islander	0.2%	0.1%	0.1%	0.0%
	Two or more races	7.8%	6.6%	7.4%	5.1%
	White	32.0%	32.0%	27.9%	24.1%
Students Eligible for Free/Reduced Price Meals (%)		4.9%	5.4%	4.6%	4.1%
Students Receiving Special Education Services (%)		10.3%	10.3%	7.1%	6.4%
English Language Learners (%)		29.2%	29.6%	30.0%	30.4%

[2] Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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)	K-1
Desired Outcome	80% or more of kindergarten and 1st 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
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
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 the Fall FastBridge universal screener data, less than 80% of kindergarteners and 1st graders demonstrated proficiency in "Phonemic Awareness." The chart below gives the percentage of students who were on track in each grade level based on the Screening-to-Intervention Report. See table below. The only other area that shows below 80% is Phonics and Fluency in 2nd grade. We will continue to monitor this score and implement further interventions as needed.

Grade	Phonemic Awareness	Phonics and Fluency	Reading
Kindergarten	78%	83%	92%
1st Grade	58%	80%	81%
2nd Grade	82%	79%	80%
3rd Grade	96%	92%	93%
4th Grade	98%	83%	89%
5th Grade	94%	81%	85%

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 and 1st 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).
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	• FastBridge universal screener benchmarks (Fall, Winter, Spring). • Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators in phonemic awareness. • LWSD Foundational Skills Mini-Assessments. • Wonders Phonemic Awareness Assessments. • Heggerty Assessments (by grade level).	

<table>
<tr><td colspan="2" align="center">Priority #2</td></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Number Sense</td></tr>
<tr><td>Focus Grade Level(s)</td><td>2nd Grade and 5th Grade</td></tr>
<tr><td>Desired Outcome</td><td>80% or more of 2nd and 5th grade students will demonstrate proficiency in the FastBridge CBMmath Automaticity (Operations) on the Screening-to-Intervention (s2i) Report.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Alignment with Characteristics of Effective Schools</td><td>Curriculum, Instruction and Assessment Alignment</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

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 the Fall FastBridge universal screener data, less than 80% of 2nd Graders and 5th Graders demonstrated proficiency in "Operations" component which is based on the CBMmath Automaticity assessment. The chart below gives the percentage of students who were on track in each grade level based on the Screening-to-Intervention Report.

Grade	earlyMath (Number)	CBMmath Automaticity (Operations)	aMath (General Math)
Kindergarten	90%	84%	88%
1st Grade	82%	89%	86%
2nd Grade	70%	74%	74%
3rd Grade	97%	88%	88%
4th Grade	93%	89%	86%
5th Grade	96%	71%	84%

The only other area that shows below 80% is 2nd grade earlyMath (Number) and 2nd grade aMath. As we work on number sense in 2nd grade, it should also increase both of these scores. We will continue to monitor these scores and implement further interventions as needed.

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<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Tier 1: Implement whole group instruction using the Illustrative Mathematics (IM) curriculum with fidelity.	% of classrooms teaching Illustrative Mathematics with fidelity.
Tier 1: Implement IM center activities 2-3 times a week focusing on number sense.	% of classrooms providing time for students to practice number sense using the IM centers.
Tier 1: Provide time for students to use Dreambox:	% of students meeting the required time for Dreambox.

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	• 30-60 minutes weekly for 2nd grade. • 60-90 minutes weekly for 5th grade.	
	Tier 2: Implement effective small group differentiated instruction for students with risk indicators in number sense in the general education classroom.	% of students with risk factors receiving differentiated small group instruction in the general education classroom.
	Provide teacher professional development in IM throughout the year based on teacher and school identified need (as indicated by surveying teachers).	Number of professional development opportunities provided to teachers (e.g., staff meetings, LEAP time, learning walks).
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	• FastBridge universal screener benchmarks (Fall, Winter, Spring). • Ongoing progress monitoring in FastBridge for students with risk indicators in operations. • DreamBoxskills monitoring. • District math assessments focused on number sense aligned with the IM curriculum.	

Priority #3	
Priority Area	Social and Emotional
Focus Area	Emotional Regulation
Focus Grade Level(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
Alignment with Characteristics of Effective Schools	Supportive Learning Environment
Data and Rationale Supporting Focus Area	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 3 through 5 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></tr>
<tr><td>Supportive Relationships</td><td>86%</td></tr>
<tr><td>Positive Feelings</td><td>69%</td></tr>
<tr><td>Social Awareness</td><td>69%</td></tr>
<tr><td>Challenging Feelings</td><td>67%</td></tr>
<tr><td>Emotional Regulation</td><td>47%</td></tr>
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Based on the 2021 fall Panorama Survey, emotional regulation was significantly lower than the other four topics.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
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.
Provide support for teachers in teaching the Emotion Management unit from Second Step by our counselor (methods of support will vary by teacher need and will including co-teaching, teaching, or mentoring).	% of classrooms who receive the lessons.
Tier 1: Provide calm-down areas in every classroom and teach students how to use it.	% of classrooms with a calm-down area.

		% of students who can explain how to use it.
	Tier 1: Develop a common language around emotion management.	% of classrooms with the common language posted.
	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 education opportunities for families.
Timeline for Focus	Winter, 2021 - Spring, 2023	
Method(s) to Monitor Progress	• Second Step summative knowledge assessment for Emotion Management given twice a year. • Panorama Survey data (Fall and Spring).	

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

☐Digital Citizenship
☒Integrating core instructional technologies within instruction
☐Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was met.

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.

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.[3] 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
	PTA Board will be invited to review the SIP and contribute to the development of goals and strategies. PTA Board will also be invited to help develop and support opportunities for family engagement.	May 2022 – October 2022
	Data meetings will be run to allow families and community members to provide input on SIP goals for next year. These meetings will also allow families to provide feedback on this community engagement plan. Data meetings will be held at various times (e.g., before school, during school, and in the evening). They will also be at varying locations including our large apartment complexes and interpreters will be provided as needed. Childcare will also be provided as needed.	June 2022 - September 2022
	The Equity Team, including community members, will develop ways to engage families that are traditionally marginalized in our SIP process.	Ongoing
Strategy to Inform Students, Families, Parents and Community	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	November 2021 to June 2022

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[3] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265

Members of the SIP	"School Improvement Corner" in the newsletter with information about our SIP.	
	The SIP will be shared with small groups of 4th and 5th graders that represent the diverse Rush population and input will be gathered on next steps.	January 2022 to June 2022
	We already 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
	The Equity Team, including community members, will develop ways to communicate SIP goals to and gather input from families that are traditionally marginalized.	Ongoing