Continuous Improvement Process Plan

Rose Hill Middle School

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http://www.lwsd.org/school/rhms

2017 - 2018

Lake Washington School District

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Lake Washington School District

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DESCRIPTION OF SCHOOL

Rose Hill Middle School's mission is to prepare and inspire students for academic and social success in a safe community through collaboration of students, staff and parents. RHMS staff is focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Our vision is:

Every RHMS Student is:
- Challenged Academically
- Connected Globally
- Valued Individually
- Prepared for the Next Step

Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our school continues to grow and become more diverse. Seven years ago our total enrollment was 438 students, currently we have 890 students enrolled. The table below shows our student demographics as of October 2016/May 2017.

Student Demographics		
Enrollment		
October 2016 Student Count		862
May 2017 Student Count		860
Gender (October 2016)		
Male	460	53.4%
Female	402	46.6%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	136	15.8%
American Indian / Alaskan Native	1	0.1%
Asian	157	18.2%
Black / African American	18	2.1%
Native Hawaiian / Other Pacific Islander	1	0.1%
White	481	55.8%
Two or More Races	68	7.9%
Special Programs		
Free or Reduced-Price Meals (May 2017)	157	18.3%
Special Education (May 2017)	110	12.8%
Transitional Bilingual (May 2017)	64	7.4%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	49	5.7%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	916	0.7%

Each year Rose Hill Middle School staff set specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day and use this additional support regularly.

Teachers are committed to providing differentiated and challenging curriculum to all students. We offer a push-in Special Education model at all grade levels in math and language arts, rather than pull-out replacement courses to give all students access and exposure to the grade level curriculum.

Teachers work hard to learn from one another throughout the year. Each week teachers have time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments and review data.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 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/).

Process to determine School 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
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	76.6%	76.7%	76%				
	% of 6th graders meeting or exceeding state standards in Math	66.3%	75.2%	79%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	80.9%	77.1%	81.5%				
	% of 7th graders meeting or exceeding state standards in Math	69.8%	75.3%	73%				
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	84.4%	82.7%	81%				
	% of 8th graders meeting or exceeding state standards in Math	67.3%	64.5%	74.2%				
	% of 8th graders meeting or exceeding state standards in Science	86.6%	88.8%	87.1%				

Grade 6-8 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/).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	80% of students will meet or exceed standard on the 2017 ELA SBA.	81% met or exceeded standard
Math: 6-8 Math	78% of students will meet or exceed standard on the 2017 Math SBA.	77% met or exceeded standard
Science: 8 Science	85% of students will meet or exceed standard on the 2017 Science MSP.	87.1% of students met or exceeded standard on the 2017 Science MSP.
Achievement Gap	**55%** of African American and Hispanic or Latino students who scored a level 2 on the 2016 ELA Smarter Balanced Assessment will meet standard on the 2017 ELA Smarter Balanced Assessment.	30% met or exceeded standard
College and Career Readiness	100% of 8th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.	100% of 8th grade students took a survey using Career Cruising and will identify at least two possible careers of interest
School Effectiveness:	Many staff provide leadership in some way from 67.5% agree completely/mostly to 80% agree completely/mostly as measured on the Nine Characteristics Survey.	64% of teachers responded agree mostly/agree completely on the Nine Characteristics Survey.
Attendance and Discipline:	50% of the current 7th and 8th grade students who had chronic absenteeism (10% or more days absent) during the 2015-2016 school year as 6th and 7th graders and are showing signs of chronic absenteeism through the first quarter of the 2016-2017 school year (10% or more days	14 out of the 28 (50%) of students with chronic absenteeism (10% or more days absent) during the 2015-2016 school year as 6th and 7th graders and showed signs of chronic absenteeism through the first quarter of the of the 2017-2018 school year (10% or more days absent so far) increased their attendance rate by at least 2% for the 2016-2017 school year.

absent so far) will increase their attendance rate by at least 5% from the 2015-2016 school year to the 2016-2017 school year. **Discipline:** The number of students who receive out of school suspensions will decrease by 20%. (15 or less students)	**Discipline:** We decreased the number of students with out of school suspensions by 43%, from 19 to 11 students.

Narrative Reflection:

Narrative Reflection	
Process:	Each week grade level content teams met to plan instruction, create common assessments and analyze assessment data in order to inform next steps in instruction to meet student needs in the moment. In addition, departments met across grade levels at least one time per month during LEAP to check in on progress being made towards goals and to determine if any adjustments were needed. Teachers identified strategies that were effective and those that needed to be adjusted at each grade level and within the overall department. Departments and grade level content teams looked at individual student assessment data, strand data, ethnicity/race achievement results, ELL achievement results, socio-economic achievement results and special education achievement results. Departments looked at individual SBA score data along with common formative assessment data and made predictions about how far to move a particular student. In addition, we looked at areas that needed attention, for example, the achievement gap for our African American and Hispanic students. There is always a need for more time when working on school goals but we are thinking creatively about how to carve out more time during our work week to do this, for example having electronic staff meetings for informational items and using the time instead to focus on the CIP work.
Literacy: **6-8 ELA**	Our overall goal was 80%; we achieved 81%. There were several Safety Net students who met standard which was a surprise and cause for celebration. As a department, we are not surprised to be at 81%. We have been roughly at this percentage for several years. We are pleased to have made our goal, but we also have not made progress with certain sub-groups (i.e. students on IEP's, students from certain ethnic groups) for several years. However, when we look at the Hispanic/Latino students who were 8th graders last year, even though only 66.6% met standard, when we look at their growth over three years at Rose Hill, they have improved every year at Rose Hill which is a cause for celebration and a bit of a surprise. We are looking at interventions that we can use to bring those subgroups up to standard. Strands on the

	SBA that have been weaker for our students are analysis of informational/literary text, composing a full argument (multi-paragraph). We will focus instruction on these strands.
Math: **6-8 Math**	Our goal was 78% and we achieved 77%. Over all, we fell short of our goal by 1%. In general, we covered more content and improved understanding of depth and breadth of common core standards. We were resourceful in finding supplements to our curriculum to assure alignment to CCSS. We need to improve instructional strategies that target historically marginalized/disadvantaged students and reflect on our classroom cultures and structures to assure all students are able to achieve success.
Science: **8 Science**	In science, our greatest percentage of students performed at level 4 (above proficient) on the Science MSP, with 51.7%. Only 36 students did not make standard including 4 students who were not scored. We surpassed our goal of 85% by 2.1%. Continuing the trend from previous years, students who demonstrated little effort throughout the year with assignments and assessments made unexpected gains. Additionally, some students that receive special services (ELL/Sped) also had gains that were not expected. We have continued to see growth in our Science MSP scores for many years. Many students who were not at standard at the beginning of the school year and were actively engaged in class (assignments, participation, etc.) met standard on the MSP. We will continue to focus on supporting students who receive special services and our minority students. Consistent with the last few years, "Systems of Science" was our lowest scoring strand.
Achievement Gap	Our goal was that 50% of African American and Hispanic or Latino students who scored a level 2 on the 2015 ELA SBA would meet or exceed standard on the 2016 ELA SBA. While we saw 45% of those students (5 out of 12).
College and Career Readiness	All students took the career cruising survey and were able to identify at least 2 career/interest areas. The counseling department worked hard to have every student complete the activity. In addition, they brought in an outside group called CHOICES. CHOICES in an interactive decision-making workshop that empowers teens to achieve academic success in pursuit of their career and life aspirations. In two hour-long sessions, business and community volunteers took all 8th grade students through real-world exercises on academic self-discipline, time and money management, and goal setting.
School Effectiveness:	There has been a clear improvement in staff leadership. The improvement in staff providing leadership and engaging in more leadership roles is evident in the data, however we still had 23% of staff that agreed slightly or not at all that we have a staff that provides leadership. It is not clear how the question was interpreted by each staff member. The fact that such a large percentage of staff are involved in or feel that our staff perform leadership roles is cause for celebration and indicates that we have a staff that is willing to provide guidance and leadership to others in the building.

Attendance and Discipline:	We continue to see the improvement in student attendance for the identified students. While our goal was that student would improve their attendance by 3% from the previous year, we had students improve their attendance (or decrease absences) from 4% to 12%. There were still 43% of the identified students who did not improve their attendance. We are continuing to look at ways to support students when they are out and upon their return. **Discipline:** Our number of students who were suspended decreased by 43% from 19 to 11 students. We did implement more in-school suspensions and Wednesday detentions in place of suspensions. We will continue to explore resources and restorative justice practices.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: 6-8 ELA	83% of 6-8 students will meet or exceed standard on the ELA SBA.
Math: 6-8 Math	78% of students will meet or exceed standard on the 2018 Math SBA.
Science: 8 Science	75% of students will meet or exceed standard on the 2017 Science WCAS.
Achievement Gap	The achievement/opportunity gap will continue to be a focus for RHMS this year. We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA scale scores of the identified students. After looking closely at the ranges we decided that any selected 6th grade student with a scale score of at least 2490, any selected 7th grade student with a scale score of at least 2500, and any selected 8th grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA. These two groups were selected because trend data has indicated that they have underperformed when compared to their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will

	review student grades each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in January 2018.
College and Career Readiness	Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.
School Effectiveness:	We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaborative groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient.
Attendance:	This goal was selected because we want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year) during the 2016-2017 school year with the intent of improving student attendance during the 2017-2018 school year. We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.
Discipline:	We selected this goal because we had 11 students receive one or more out of school suspensions during the 2016-2017 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints.

Annual School Goals: Academic

ELA: We reviewed our SBA data as a department. We analyzed instructional strategies that led to our success as well as strategies we could use to help students that were not at standard. We selected critical reading and analysis to focus on across all grade levels. We selected this focus because this skill aligns with common core state standard and it prepares students for the next level. It is a skill that transfers across all disciplines. As a department, we are focusing on creating effective Level 4 questions to ensure rigor. We will collaborate as a department to establish anchors for Level 4 work. Using CFAs to identify students in need and discuss strategies for interventions. Using our new Pride Time model, we are working one on one with struggling students. We are collaborating with SPED and ELL teachers to provide appropriate modifications. We are creating CFAs using SBA stems so that we can provide interventions before SBA testing. We are using Haiku so that students can have practice using online test format prior to SBA

MATH: The math department met in grade level teams and to analyze 2016-2017 performance data. We reviewed individual student and subgroup performance and reflected on the effectiveness of the instructional strategies and supports we implemented last year as individual teachers and as a math department. We discussed improvements to our individual and grade level practices and the supports we will provide this year. In grade level teams by teacher, we looked at our individual students and reflected on their performance so far, this year. We used this analysis along with our improvement plans for the year to determine our 2017 – 2018 goals. We use a variety of classroom and school-wide processes to assure students receive challenge. All students are assigned perseverance problems periodically that are designed to provide rigor and develop conceptual understanding. All teachers differentiate by adjusting the level of rigor in both class work and homework assignments. Teachers also make optional challenge work available at all times either in their classrooms or on their Haiku sites. The department offers a math club to all students interested in advanced math work and math competition. Teachers have increased their use of formative assessments to provide interim feedback on student progress toward learning targets and standards. These have taken the form of exit tickets, white board quick checks, red/yellow/green notecards, quizzes and "My Favorite No." These are used to determine class and student intervention needs and revised instructional strategies as necessary. More formally, we use collaboration time to discuss student performance and intervention needs. During this time, the school data team process is used to identify students who need intervention and to determine appropriate instructional strategies based on their performance gaps. To meet student individual needs beyond the classroom, teachers offer before and after school assistance and pride time tutoring. Teachers are also using the online math program Aleks to give both students and teachers immediate notice of learning struggles and intervention needs. Intervention needs are also addressed through safety net classes, homework cafe and Royal Scholars. Teachers use parent communications to solicit support for homework completion and to discuss specific academic needs.

SCIENCE: Using previous years' data and trends, anecdotal evidence from this year's cohort and the challenges of having a new curriculum we determined this year's goal of 85% proficient. All students are receiving challenge and rigor through collaborative modification of lessons and use of differentiated materials in the curriculum. We are using Common Formative Assessments by grade level to regularly assess students, compare data amongst teachers and modify instruction as indicated. CFAs in addition to all summative and formative assessments also help to identify students in need of intervention.

Annual School Goals: Achievement Gap

This was a focus last year and we want to continue our work in this area. We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA Scale Score Ranges for Achievement Levels and compared those to the scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6th grade student with a scale score of at least 2490, any selected 7th grade student with a scale score of at least 2500 and any 8th selected 8th grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA. These two groups were selected because historically they have underperformed their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a

level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will review student grades at each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in January 2018.

Annual School Goals: College and Career Readiness

Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.

Annual School Goals: School Effectiveness

We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaboration groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient.

Annual School Goals: Attendance

This goal was selected because we want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year) during the 2016-2017 school year with the intent of improving student attendance during the 2017-2018 school year. We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.

Annual School Goals: Discipline

We selected this goal because we had 11 students receive one or more out of school suspensions during the 2016-2017 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints.

Instructional Strategies and Required Resources

Goal Area	Achievement Gap
Strategy to support goals	Using SBA stems in social studies CFAs, cross-classroom interventions (having students needing extra support working with one teacher, while another teacher works with students who are proficient or needing enrichment), Using Blooms Taxonomy to guide our teaching practices. Provide multiple opportunities for students to practice SBA type questions. Formulating Learning Targets that align to Common Core State Standards. Recognizing the individual cultural differences of our students, and being reflective on our practices in our classrooms to reflect our students' diverse backgrounds. Taking a critical look at our content to include more diversity of authors and examine for bias in our materials. Teaching students to examine critically for bias. Strategically and deliberately focusing efforts on level 2 students. Providing students more hands-on, interactive opportunities to connect with each other. Lauren is going to be the advisor for a creative writing club. Improving and increasing our scaffolding, Improving the types of leveled questions we are using. Improving our coordination/communication with ELL and SPED teachers. Inviting students to come after school for extra support.
Professional Learning needed	6th grade team is participating in ELA Common Core State Standards Writing Cohort. Using department time to have Julie and Alex share from Courageous Conversations Conference. Using department time for members who have attended PLC conference to share intervention strategies. Brenda can provide scaffolding strategies from the AVID
Resources needed	More literature for library and classrooms that represent people of color. Our department is going to create a booklist of resources for our shared Haiku space. SIOP Strategies and resources.
Responsible individual or team	Julie and Alex will share information from Courageous Conversations. Staff members who have attended PLC conference (Ali, Jim, Katie, Julie, Linda, Kristen, Brenda) to share our strategies from PLC. We are all responsible because these are all our kids.

Goal Area	Math
Strategy to support goals	Several math department members have been participating in District math workshops to reflect on and implement current best practices in their classrooms. These teachers communicate their learnings with the rest of the RHMS math department so that others have the opportunity to incorporate these practices into their classroom routines. As a department, we are increasing the number of common formative and summative assessments given throughout the year. These assessments provide students with direct and immediate feedback on their progress toward individual standards. As PCC collaborative groups, we use the data to refine our teaching and to gather successful strategies from our team members. Re-teaching or tutoring is implemented if needed after analyzing assessment results. The math department provides one to one tutoring to

	struggling students during Pride Time and before/after school. Several teachers are encouraging number sense using a technique called "Number Talks." Further use of online assignments via Aleks/Big Ideas gives students immediate feedback gives students the opportunity to relearn and correct. We are also supporting peer-to-peer tutoring using Honor Society volunteers to be paired with 6th graders.
Professional Learning needed	We would like more opportunities to share best practices using the new curriculum (in-building) and learn how to make quizzes using Skyward.
Resources needed	More projects tied directly to chapter topics that allow for differentiation. More instruction on how to use Aleks effectively.
Responsible individual or team	Math department team members.

Goal Area	Science
Strategy to support goals	We will focus on understanding the requirements of the NGSS. This includes developing an understanding of the expectations and proficiency scales for each standard, understanding how cross-cutting concepts can be integrated into our lessons and teaching the design process.
Professional Learning needed	Ambitious Science Teaching
Resources needed	District support as needed
Responsible individual or team	Science Cohort

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
This is one of the more challenging things to determine as part of this plan. The challenge comes in **authentically** involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to **involve** these stakeholders in the Continuous Improvement Process.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.