

Continuous Improvement Process Plan

Benjamin Rush Elementary

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2017 -
2018



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Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

Section:

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes
- V. Cohort Growth Goals and Progress Monitoring
- VI. Strategies to Accomplish Goals
- VII. Parent, Family, and Community Involvement

DESCRIPTION OF SCHOOL

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

Benjamin Rush Elementary is a neighborhood school situated in a community dedicated to learning. Rush Elementary was the first Peace Builder School in the state of Washington, promoting a welcoming environment where mutual respect is highly valued. One of our strengths as a community is our diversity. We have over 44 languages spoken at the school and our students and families come from all over the world.

We have a dedicated and highly skilled staff that works extremely hard to support the growth of each student. The Rush staff is committed to research-based teaching practices, teamwork, collaboration, and continual improvement. We are confident that Rush provides a strong academic and social learning experience where children can thrive. We believe that every student can achieve high standards and we work hard to ensure success for each of our students.

The Ben Rush staff is dedicated to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The Ben Rush Continuous Improvement Plan was developed by teams of teachers after careful analysis of state and district assessment results. Teachers used SBA results, as well as grade-level assessments aligned to the Common Core State Standards, to set goals for each student in the areas of Mathematics, English, Language Arts, and Science. Building goals were also set to provide further support for our English Language Learners, students who received Special Education support.

Last year, teacher teams worked together throughout the year to plan, analyze, implement, and revise goals and to monitor student growth and academic achievement. The Building Leadership Team worked with the administration to provide meaningful professional development activities that supported school goals. Last year, we specifically focused on implementing SIOP strategies in every classroom to better support our students learning English as well as other students in the class. We also worked on improving our writing instruction by starting to implement the new district writing strategies.

This past spring, Rush was awarded the Washington Achievement Award for “High Progress” by the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE). The staff at Rush works hard to differentiate instruction to support the growth of all students at the school.

Family involvement is a key component to the success of our students. We have a very active PTA that provides excellent after-school programs, provides resources for teachers, and organizes enrichment opportunities for students. Staff, families, and students all work together to ensure the success of each student.

STUDENT DEMOGRAPHICS		
ENROLLMENT		
OCTOBER 2016 STUDENT COUNT		584
MAY 2017 STUDENT COUNT		596
GENDER (OCTOBER 2016)		
MALE	318	54.5%
FEMALE	266	45.5%
RACE/ETHNICITY (OCTOBER 2016)		
HISPANIC / LATINO OF ANY RACE(S)	40	6.8%
ASIAN	259	44.3%
BLACK / AFRICAN AMERICAN	9	1.5%
NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	1	0.2%
WHITE	240	41.1%
TWO OR MORE RACES	35	6.0%
SPECIAL PROGRAMS		
FREE OR REDUCED-PRICE MEALS (MAY 2017)	38	6.4%
SPECIAL EDUCATION (MAY 2017)	69	11.6%
TRANSITIONAL BILINGUAL (MAY 2017)	184	30.9%
MIGRANT (MAY 2017)	0	0.0%
SECTION 504 (MAY 2017)	9	1.5%
FOSTER CARE (MAY 2017)	N<10	
OTHER INFORMATION (more info)		
UNEXCUSED ABSENCE RATE (2016-17)	170	0.2%

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

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

Process to determine District Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76.3%	79.3%	79.8%				
		1 st	88.1%	91.1%	87.1%				
		2 nd	90.7%	91.5%	81.1%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		81.1%	81.3%	73.8%				
	% of 3 rd graders meeting or exceeding state standards in Math		76.1%	87.3%	84.2%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		81.4%	80.6%	82.0%				
	% of 4 th graders meeting or exceeding state standards in Math		83.0%	76.6%	80.8%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		80.3%	85.0%	82.2%				
	% of 5 th graders meeting or exceeding state standards in Math		69.6%	74.6%	71.1%				
	% of 5 th graders meeting or exceeding state standards in Science		78.7%	83.5%	86.6%				

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

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	87% of K-2 students will be proficient as measured by End Of Year DIBELS assessment.	83% of K-2 students were proficient as measured by EOY (End of Year) DIBELS.
Literacy: 3-5 ELA	84.5% of 3-5 students will be proficient as measured by the 2017 ELA SBA data.	79% of 3-5 students were proficient as measured by the 2017 ELA SBA data.
Math: 3-5 Math	88% of 3-5 students will be proficient as measured by the 2017 Math SBA data.	79% of 3-5 students were proficient as measured by the 2017 Math SBA data.
Science: 5th Science	87% of 5 th grade students will be proficient as measured by the 2017 Science MSP data.	87% of 5 th grade students were proficient as measured by the 2017 Science MSP data.
Achievement Gap	47% (26 out of 55) of our students who were progressing on the 2016 English Language Proficiency Assessment for the 21 st Century (ELPA21) will move to proficient on the 2017 ELPA21.	By the time students took the test, we had 59 students who scored progressing on the 2016 ELPA21. Of these students, 38 scored proficient on the ELPA21. Therefore, 64.4% of our students moved from progressing to proficiency on the ELPA21.
School Effectiveness:	Based on the 2015-2016 Nine Characteristics of Highly Effective Schools Survey, two goals were set. First, the score for “Student discipline is managed well,” will increase from a weighted average of 2.88 out of 4 to a weighted score of 3.25 on the 2016-2017 survey. Based on the 2015-2016 Nine Characteristics of Effective Schools Survey, the score for “Teachers provide feedback to each other to help improve instruction,” will increase from a weighted score of 3.21 to a weighted score of 3.5 on the 2016-2017 survey.	Our score for “Student discipline is managed well,” stayed the same at a weighted average of 2.88 based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey. The score for “Teachers provide feedback to each other to help improve instruction,” decreased slightly from a weighted average of 3.21 to a weighted average of 3.16 based on the 2016-2017 survey.

Attendance and Discipline:	Excluding pre-arranged and extended absences, no students will be chronically absent over the course of the school year. Chronically absent will be defined as missing more than 10% of the school days or 18 days over the course of the school year.	Excluding pre-arranged and extended absences, there were 10 students who missed more than 10% of the school days. When absences due to religious reasons and chronic illnesses were excluded, only 6 students missed more than 10% of the school days.
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Narrative Reflection:

Narrative Reflection	
Process:	<p>Teachers at Ben Rush Elementary School worked as an entire staff as well as in grade-level teams to implement and monitor the CIP (Continuous Improvement Plan) last year. Our staff professional development focused on two areas. We worked together to learn about Writer’s Workshop, the new district adopted method of teaching writing. We also focused on challenging students in math. To do this, teachers worked in teams to analyses student work and determine the next steps for individual students.</p> <p>Throughout the year, progress towards the goals was monitored by using Common District Summative Assessment data, DIBELS data, as well as classroom assessments. Teachers worked together to grade and analyze this assessment data and implement new strategies based on specific student data.</p> <p>In August 2017, we reviewed end of year data in grade level teams and grade level bands. Our analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We looked at overall data as well as specific claim and stand data (explained further below).</p>
Literacy: K-2 Reading	<p>In the 2016-17 school year, 83% of K-2 students met or exceeded the benchmark as measured by EOY (End of Year) DIBELS. This did not meet our goal of 87% of students meeting benchmark. Overall, 80% of our students in kindergarten met or exceeded the EOY benchmark. Our kindergarten students were strong in nonsense word fluency (NWF) with 81% of students showing proficiency at the end of the year. Our students struggled the most with phonemic segmentation fluency (PSF), which measures a student’s skill at producing individual sounds within a word. Only 70% of our kindergarten students were proficient in PSF. In first grade, 87% of our students met or exceeded the EOY benchmark. Our first-grade students were strong in reading fluency and reading accuracy with 88% of students showing proficiency in both areas. Our students struggled the most in nonsense word fluency (NWF) especially when they had to identify each individual sound in a word; 78% of students were proficient in this area. In second grade, 81% of our students met or exceeded the EOY benchmark. The strongest area for our second graders was reading accuracy with 84% of the students proficient. Slightly lower were both reading fluency and</p>

	<p>retell; 77% of second graders were fluent readers and 71% were proficient in retelling the story.</p> <p>Overall, with higher accuracy scores and lower decoding and retelling scores, we hypothesize that our students know a lot of words from sight. They have memorized a lot of words, but struggle with being able to decode new words. Phonics and phonemic awareness will be a focus this year.</p>
Literacy: 3-5 ELA	<p>In third through fifth grade, 79% of our students met or exceeded standard on the ELA SBA which did not meet our goal of 84.5% of students meeting or exceeding standard.</p> <p>The ELA SBA data is broken into four claims: Reading, Writing, Listening, and Research/Inquiry. Students can score below standard, at or near standard, or above standard on each claim. In all grades, our students were the strongest in the writing claim and need the most support in listening.</p> <p>Each claim is further broken down into targets; there are between one and fourteen targets for each claim. Each grade level team analyzed their data for areas of strengths and areas of needed growth. Third grade teachers identified that their students were strong in narrative and informational writing. In reading, students could identify the main idea and key details of a passage as well as identify the point of view and make inferences about the text. Areas of challenge for students included language use in both reading and writing (e.g., vocabulary usage and connections between words).</p> <p>Fourth grade teachers identified that their students were strong in the three forms of writing. Fourth grade students could also identify the main idea and key details while reading as well as most of the other reading targets. The one area of growth for fourth grade students was interpreting and explaining ideas across two texts. In writing, fourth graders need work on editing and use of vocabulary.</p> <p>Fifth grade teachers identified that their students were strong in all three forms of writing: narrative, informational, and opinion writing. In reading, students in fifth grade were strongest when asked to determine the meaning of words and analyze multiple texts. An area of growth for our fifth-grade students was identifying the theme or summarizing a text. Language use was also an area of needed growth for our fifth-grade students.</p> <p>Overall, some themes emerged as we analyzed the data. Writing was a strength of our intermediate students. Similarly, many students need support in vocabulary and language use.</p>
Math: 3-5 Math	<p>In third through fifth grade, 79% of our students met or exceeded standard on the Mathematics SBA which did not meet our goal of 88% of students meeting or exceeding standard.</p> <p>The Mathematics SBA data is broken into three claims: Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating and Reasoning. Students can score below standard, at or near standard, or above standard on each claim. The Procedures and Concepts claim is further broken down into targets; there are eleven or</p>

	<p>twelve targets depending on the grade level. This year, in each grade, students scored the highest in the Procedures and Concepts claim. This strand focuses on explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency. Scores for the other two claims showed growth compared to the overall test which was an area of focus last year.</p> <p>This year, we looked closely at the targets to provide more specific feedback. Each grade level analyzed their data for areas of strengths and areas of needed growth. Third grade teachers identified that their students were strong at multiplication and division as well as data interpretation, perimeter and area. Overall, students were strong in all areas although more focused work in understanding fractions would help.</p> <p>Fourth grade teachers also identified that their students were strong in most strands with a little bit of work needed in fractions and problem solving.</p> <p>Fifth grade teachers identified that their students were strong in multiplying and dividing, fractions, and decimals. Areas of growth included graphing and measurement which are concepts that are taught at the end of the year.</p> <p>Overall, some themes emerged as we analyzed the data. It was agreed that areas of strength were geometry and mathematical operations. One consistent area of growth was in problem solving.</p>
<p>Science: 5th Science</p>	<p>In fifth grade science, we reached our goal of 87% of students being proficient on the Science MSP. Our science scores have continued to increase over the past three years from 79% in 2015 to 84% in 2016 and then to 87% this past year.</p> <p>Science MSP scores are broken into four strands: Systems of Science, Inquiry in Science, Application in Science, and Domains of Science. Last year, when analyzing our 2015-2016 data, we decided to continue to focus on the Applications in Science which, even though we had seen an increase, was still one of our lowest scores with only 78% of our students proficient in this area. Application problems ask students to solve real world problems using scientific concepts. Teachers in grades three through five focused on teaching the application strand by incorporating it into the science units. This year, our application scores increased to 81% of students being proficient. Unfortunately, we saw a decrease in our systems score which was our lowest strand score with only 66% of students being proficient. This strand requires students to think of objects and processes as a system with inputs and outputs. Students are required to determine how the parts of a system work together to carry out a function that the individual parts could not do individually. Systems will be our area of growth for this year as it is also a cross-cutting concept in our new Next Generation Science Standards.</p>
<p>Achievement Gap</p>	<p>This past year we focused on supporting our English Language Learners (ELL). We exceeded our goal as 64.4% of our students moved from progressing to proficiency on the ELPA21. The ELPA21</p>

	<p>measures students’ proficiency in four categories: listening, reading, speaking, and writing. As expected with students learning English, our students did the best in listening and reading. Writing was the most difficult area for our students. Even though so many of our students exited our ELL program, we are aware that many will still need extra classroom support especially in writing.</p>
School Effectiveness:	<p>Our score for “Student discipline is managed well,” stayed the same at a weighted average of 2.88 based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey. Last year we convened a Discipline Committee that met regularly to plan and implement new discipline policies. The committee looked at various schoolwide programs and determined the next steps. This year the committee will continue the work and look for implementing ideas across the staff.</p> <p>The score for “Teachers provide feedback to each other to help improve instruction,” decreased slightly from a weighted average of 3.21 to a weighted average of 3.16 based on the 2016-2017 survey. Many opportunities were given to staff to observe each other and participate in learning walks. This coming year we will work on systems that allow all staff that opportunity.</p>
Attendance and Discipline:	<p>Last year we focused on reducing the number of students who missed a lot of school on a regular basis. Excluding students who had extended absences due to trips, we have 10 students who missed more than 10% of the school days. When absences due to religious reasons and chronic illnesses were excluded, only 6 students missed more than 10% of the school days. We worked with the families of these students throughout the year to try to increase school attendance.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	77% of K-2 students will be proficient as measured by End Of Year DIBELS assessment.
Literacy: 3-5 ELA	84% of 3-5 students will be proficient as measured by the 2018 ELA SBA data.
Math: 3-5 Math	86% of 3-5 students will be proficient as measured by the 2018 Math SBA data.
Science: 5th Science	87% of 5 th grade students will be proficient as measured by the 2018 Washington Comprehensive Assessment of Science.
Achievement Gap:	The median student growth percentile of current 5 th grade special education students in mathematics will increase by 10% compared to that cohort's 4 th grade student growth percentile as measured by the 2018 Math SBA data.
School Effectiveness:	Based on the 2016-2017 Nine Characteristics of Highly Effective Schools Survey, three goals were set. First, the score for "Student discipline is managed well," will increase from a weighted average of 2.88 out of 4 to a weighted score of 3.00 on the 2017-2018 survey. Next, the score for "Students respect those who are different from them" will increase from a weighted average of 3.19 to a score of 3.30. Finally, the score for "Many parents are involved as volunteers at the school," will increase from a weighted average of 3.19 to a score of 3.30.
Attendance:	The total number of daily average tardies will be reduced by 20%.
Discipline:	In order to increase the number of students who are recognized for positive behavior, the number of Praise Notes given out by teachers will increase by 25%.

Annual School Goals: Academic

In order to set goals, teachers analyzed data for each academic area. They looked at state testing data and DIBELS scores over the past three years, whenever possible, to see the historic trends for each student. Based on this data, as well as classroom-based assessments, teachers set goals for each student. These goals were set to push each student academically, so growth would be seen for every student. After goals were set for each student, overall school goals were calculated.

Throughout all grades, staff are using a variety of strategies to differentiate for all students. Based on data, some students receive additional support in Safety Net and/or English Language instruction. Our Safety Net program provides small-group instruction to students, primarily in reading, who need extra support. Our extensive English Language program supports students both inside their classroom and with small-group

pull-out instruction. Within the classroom, teachers differentiate by providing targeted small-group instruction, re-teaching when needed, adding level 4 thinking strategies and questions to assignments, and using questioning and discussion strategies.

We will be monitoring progress towards our goals both formally and informally. Teachers will use both formative and summative assessments to inform instruction and ensure growth for every student. In addition, Common District Summative Assessment (CDSA) and DIBELs data will be collected and analyzed throughout the school year.

Annual School Goals: Achievement Gap

Our achievement gap goal was selected by analyzing our 2016-2017 SBA data. After examining data that was disaggregated by special education qualification, it was determined that students qualifying for special education services showed lower student growth percentiles, and a significant gap in achievement when compared with their general education peers. The achievement gap and lower student growth percentiles were most pronounced in the area of mathematics.

Staff will identify work specifically on the concepts and procedures claim as well as the communication reasoning claim which were the lowest scores for our special education students who are currently in 5th grade. Special Education teachers will work closely with general education teachers to identify effective strategies for all students. Special and general education teachers will continue to work to vertically align strategies, particularly in problem solving. This vertical alignment will allow students to have continuity in instruction, expectations, and process vocabulary across grade levels.

We will be monitoring progress toward our goal both formally and informally. Teachers will use both formative and summative assessments to inform instruction and ensure growth for every student. In addition, Common District Summative Assessment (CDSA) data will be collected and analyzed throughout the school year. SBA interim assessments will also be used throughout the year, as well as careful IEP goal tracking for special education students.

Annual School Goals: School Effectiveness

Our school effectiveness goals were chosen by our Building Leadership Team after analyzing at our 2016-2017 Nine Characteristics of Effective Schools Survey scores. As a team, we focused on weighted average scores that were less than 3.2. It was determined that we would like to focus on three areas:

- Student discipline is managed well. This goal is a continuation of our work from last year and will be led and monitored by our Discipline Committee.
- Students respect those who are different from them. This goal will be led and monitored by our Building Leadership Team.
- Many parents are involved as volunteers at the school. This goal will be led and monitored by our Equity and Family Connection Committee.

Annual School Goals: Attendance

Our attendance goal was selected by our administration team based on 2016-2017 attendance data recorded in Skyward. A significant number of students are consistently late to school. These students miss valuable instruction time and can be disruptive to the

class when they enter the room late. Developing habits of timeliness and consistent attendance in elementary school can have positive implications for timeliness and attendance in middle and high school.

Our goal will be tracked by running daily Skyward reports showing on-time and late arrivals. We will be implementing a school wide positive reinforcement program for students arriving on time. This system will include a visual display located in the foyer showing our daily/weekly on-time student arrival numbers and positive recognition and reinforcement for students and classrooms with consistent on time arrivals. In addition, we will be including information about the importance of on-time student arrivals in our E-newsletter and parent teacher communications. Parents whose students are chronically tardy will receive phone calls from the administrative team. The focus of the phone calls will be to team with parents to identify and remove barriers to on-time arrival.

Annual School Goals: Discipline

Our discipline goal was selected by our administration and counseling team after examining our current discipline practices including office referrals, suspensions, positive behavior supports, and Peace Coach and Peace Builder programs. The team concluded that a focus on increasing positive behavior supports and recognition of appropriate student behavior was consistent with best practice for shaping student behavior and reducing discipline issues. The team selected a goal of increasing the rate of Praise Notes given out by the teachers by twenty-five percent.

Our goal will be monitored by tracking the number of Praise Notes distributed and returned to the office for the drawing done each morning to recognize students who have demonstrated school appropriate behaviors and followed the Peace Builder tenants.

In addition to increasing the proactive use of the positive behavior systems already in place at Rush, we have created a discipline committee to review current practices and support teachers in their classroom behavior management. Increasing proactive measures school wide as well as providing professional development for teachers in the area of classroom management will positively impact student discipline.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	We will continue to work on teaching vocabulary and language use to students in all grades. This is especially important for our students who are learning English and will also benefit all students.
<i>Professional Learning needed</i>	We will continue our professional development around our new Writing curriculum and include professional development in strategies for teaching vocabulary to students.
<i>Resources needed</i>	Research on vocabulary instruction is needed as well as continued support and materials for professional development for our new Writing curriculum.
<i>Responsible individual or team</i>	We have four writing lead teachers who attend training and provide professional development for teachers.

	<p>The administration and BLT will look at research on best practices for teaching vocabulary.</p> <p>All staff will implement the new writing curriculum and strategies for teaching vocabulary.</p>
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Goal Area	Math
<i>Strategy to support goals</i>	<p>Problem solving surfaced as an area of concern in all grades. Students will be taught specific problem-solving strategies (e.g., draw a picture, create a chart, look for patterns, ...)</p> <p>Vocabulary in math is also a concern. As we work on building vocabulary in literacy, we will use the same strategies in math.</p>
<i>Professional Learning needed</i>	Professional development in strategies for teaching vocabulary to students is needed.
<i>Resources needed</i>	Research on vocabulary instruction is needed as well as more problem-solving resources.
<i>Responsible individual or team</i>	All teachers will have responsibility in working towards this goal. Grade-level teams of teachers will work together on problem-solving, and teaching vocabulary in math.

Goal Area	Science
<i>Strategy to support goals</i>	Based on the results of the science MSP data, we will focus on system-thinking in science. Not only was that the lowest strand score last year, it is also a cross-cutting concept in the new Next Generation Science Standards (NGSS).
<i>Professional Learning needed</i>	This year the entire staff will start learning about the new Next Generation Science Standards. This will be led by one of our 5 th grade teachers who is on our Science Adoption Committee.
<i>Resources needed</i>	Time and materials are needed for teachers to learn about the NGSS.
<i>Responsible individual or team</i>	All staff will attend trainings on the NGSS. The 5 th grade teachers are all committed to learning more about the Next Generation Science Standards and start working with students to better understand systems.

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	Based on the results of the Math SBA data, we will focus on concepts and procedures and communicating reasoning. These two claims showed our lowest scores for special education students. Special education teachers will collaborate with general education teachers to align strategies to support these two claims. We will target mathematical vocabulary and increase opportunities for students to express and communicate mathematical ideas and reasoning.
<i>Professional Learning needed</i>	Professional learning for special education teachers in leading mathematical discussions.
<i>Resources needed</i>	General education and special education teachers will need time set aside to collaborate about what strategies and procedures will be used across the

	grade level, and what strategies will be most impactful for special education students.
<i>Responsible individual or team</i>	All staff will have responsibility in working towards this goal. Special Education staff will take a lead role in ensuring high levels of collaboration, an increase in special and general education alignment, and data collection to monitor progress toward the goal.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<p>We have three goals in the area of School Effectiveness with specific strategies to accomplish each one:</p> <ul style="list-style-type: none"> • Student discipline is managed well. Our Discipline Committee is working on developing and implementing a school-wide discipline program. • Students respect those who are different from them. We are looking for resources to support student’s social emotional learning and increase empathy and respect across the building. • Many parents are involved as volunteers at the school. We are going to apply for a grant to support parent involvement in the school. We want to increase opportunities and awareness for volunteering. One strategy is to designate one morning a month when volunteers can help with a big project for the school. With multiple volunteers, we will also help build community between our families.
<i>Professional Learning needed</i>	<p>Professional development for teachers in the area of Positive Behavior Supports, classroom management systems, and emotional regulation strategies is needed for our first goal.</p> <p>Resources and strategies for teaching character traits such as empathy and trustworthiness will help reach our second goal.</p> <p>Our last goal around engaging parents does not require professional development.</p>
<i>Resources needed</i>	<p>For our first goal, behavior experts from the district would be helpful to provide additional training to staff as well as books and/or workshops focused on the impact of positive behavior supports.</p> <p>Resources for teaching character traits such as empathy and trustworthiness will help reach our second goal.</p> <p>As we develop a more complete plan, we will determine the resources needed for our third goal.</p>
<i>Responsible individual or team</i>	<p>The responsibility for each of our three goals is with a different committee.</p> <ul style="list-style-type: none"> • Student discipline is managed well. This goal is a continuation of our work from last year and will be led and monitored by our Discipline Committee. • Students respect those who are different from them. This goal will be led and monitored by our Building Leadership Team. • Many parents are involved as volunteers at the school. This goal will be led and monitored by our Equity and Family Connection Committee.

Goal Area	Discipline
<i>Strategy to support goals</i>	The Discipline Committee will select and read a book or articles focused on the impact of Positive Behavior Supports. The Discipline Committee will then provide professional development and strategies for increased positive behavior support to the full staff. We will continue the implementation of our school wide social skills curricula (Peacebuilders, Second Step and Kelso’s Choices); this includes having Peace Coaches (4th and 5th graders) out at recess to help students deal with small problems and distribute Praise Notes. The committee will have a target for each staff member to distribute each week. Each staff member will strive to reach their personal goal for Praise Note distribution each week. The committee will also look at other ways to increase and recognize positive behavior.
<i>Professional Learning needed</i>	Professional development for teachers in the area of Positive Behavior Supports, classroom management systems, and emotional regulation strategies.
<i>Resources needed</i>	Behavior experts from the district would be helpful to provide additional training to staff. Books and or workshops focused on the impact of positive behavior supports.
<i>Responsible individual or team</i>	Discipline Committee and Administrative team will work together toward achieving our discipline goal. The Discipline Committee will meet once monthly to monitor progress and revise strategies to achieve the goal as needed.

Goal Area	Attendance
<i>Strategy to support goals</i>	We will create a school bulletin board to chart the total number of daily tardies. Student will be taught the importance of arriving on time and student incentives will be created. Parent education will occur through our school and teacher newsletters, and a partnership with the PTA. Monthly, we will contact parents of students who are chronically late to educate and support the families.
<i>Professional Learning needed</i>	No professional learning is needed at this time.
<i>Resources needed</i>	Parent communication and information about the effects of tardies on student achievement and the implications in middle and high school will help us reach this goal. Support from our BECCA coordinator will also help us reach this goal.
<i>Responsible individual or team</i>	The administrative team will be primarily responsible for this goal, but will solicit help from all staff and our PTA.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

At Ben Rush, we are fortunate to have a very supportive parent and family community. Parents and family members regularly volunteer in the classroom to support student learning. Last year, we expanded our Lunch Buddy program to encourage community members to support some of our students and launched the Watch D.O.G.S program to provide opportunities for more fathers and other supportive males to volunteer in our school. This year, we are also going to provide more opportunities for parents to volunteer in the school that will also include some time to hear about school programs and goals. This will help many of our students in all areas of our Continuous Improvement Process (CIP).

This year, we will research strategies to gather parent, family, and community input into the CIP which include focus groups and surveys. We will also talk to other schools on how they involve parents, families, and the community in the CIP process. We are hoping to get some support from the district on how to best involve parents, families and the community in the Continuous Improvement Process.

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

There will be multiple ways for parents, families, and the community to be informed about our CIP. Information will be provided at school events such as registration, Curriculum Night, and SN/ELL information evening. Goals and progress towards the goals will be updated in our family newsletter and classroom teachers will also update families about specific student progress.