

Continuous Improvement Process Plan

Rose Hill Middle School

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

2016 -
2017



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Lake Washington School District
2016 - 2017

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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.

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. Six years ago our total enrollment was 438 students, currently we have 860 students enrolled. The table below shows our student demographics as of October 2015.

Student Demographics		
Enrollment		
October 2015 Student Count		785
May 2016 Student Count		786
Gender (October 2015)		
Male	415	52.9%
Female	370	47.1%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	115	14.6%
American Indian / Alaskan Native	1	0.1%
Asian	133	16.9%
Black / African American	17	2.2%
White	454	57.8%
Two or More Races	65	8.3%
Special Programs		
Free or Reduced-Price Meals (May 2016)	145	18.4%
Special Education (May 2016)	94	12.0%
Transitional Bilingual (May 2016)	62	7.9%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	46	5.9%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	570	0.2%

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 <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	73.6%	85.0%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.5%	93.0%

- **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 6 th graders meeting or exceeding state standards in Literacy	76.6%	76.7%					
	% of 6 th graders meeting or exceeding state standards in Math	66.3%	75.2%					
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	80.9%	77.1%					
	% of 7 th graders meeting or exceeding state standards in Math	69.8%	75.3%					
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	84.4%	82.7%					
	% of 8 th graders meeting or exceeding state standards in Math	67.3%	64.5%					
	% of 8 th graders meeting or exceeding state standards in Science	86.6%	88.8%					

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	71 % of RHMS students will score proficient or higher on the Spring 2016 ELA SBA.	78.5% met or exceeded standard
Math: 6-8 Math	77.6 % of RHMS students will score proficient or higher on the Spring 2016 Math SBA.	72.5% met or exceeded standard
Science: 8 Science	75 % of RHMS students will score proficient and higher on the Spring 2016 Science MSP.	88.9% met or exceeded standard
Achievement Gap	50% of African American and Hispanic or Latino students who scored a level 2 on the 2015 ELA Smarter Balanced Assessment will meet standard on the 2016 ELA Smarter Balanced Assessment.	30% met or exceeded standard
College and Career Readiness	100% of 8 th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.	100% of 8 th grade students took a survey using Career Cruising and identified at least two possible careers of interest.
School Effectiveness:	Teachers will provide feedback to one another to help improve instructional practices from 67% agree completely/mostly to 85% 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:	Attendance: 50% of the current 7 th and 8 th grade students who had chronic absenteeism (10% or more days absent) during the 2014-2015 school year as 6 th and 7 th graders and are showing signs	Attendance: 12 out of 23 (52%) of students with chronic absenteeism (10% or more days absent) during the 2014-2015 school year as 6 th and 7 th graders and showed signs of chronic absenteeism through the first quarter of the 2015-2016 school year (10% or

	<p>of chronic absenteeism through the first quarter of the 2015-2016 school year (10% or more days absent so far) will increase their attendance rate by at least 2% from the 2014-2015 school year to the 2015-2016 school year.</p> <p>Discipline: The number of students who receive out of school suspensions will decrease by 20%. (15 or less students)</p>	<p>more days absent so far) increased their attendance rate by at least 2% from the 2014-2015 school year to the 2015-2016 school year.</p> <p>Discipline: We decreased the number of students with out of school suspensions by 5%. A total of 19 students received an out of school suspension in 2015-2016.</p>
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Narrative Reflection:

Narrative Reflection	
<p>Process:</p>	<p>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.</p>
<p>Literacy: 6-8 ELA</p>	<p>The ELA Department met its goal in Literacy. We are holding steady in our growth. While the overall percentages met our expectations, when we look at the disaggregated data, we are startled by the achievement gap. Until we make progress with our Latino/Hispanic, African American, SPED, Safety Net and ELL populations, our scores will remain stagnant. We need specifically target making growth with</p>

	<p>those students. We are going to need to move beyond the status quo in our approach and our instructional strategies to move these students forward.</p>
<p>Math: 6-8 Math</p>	<p>Our goal was 77.6% and we achieved 72.5 %. We fell short of our goal by 5%. 6th and 7th grades exceeded their goals by 4.2% and 2.3% respectively. 8th grade scores were below their goal by 4.6%. 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. Our minority students did not pass at acceptable rates. In fact, these groups perform progressively worse in math as they progress through RHMS. We need to improve instructional strategies that target these students and reflect on our classroom cultures and structures to assure these students are able to achieve success.</p>
<p>Science: 8 Science</p>	<p>In science, we had our greatest percentage of students at or above proficient on the Science MSP, with 52.5% above standard. Only 22 students did not make standard. We had 13.9% above our 2015 goal of 75% and a 2.9 % improvement over the 2014 results. One area that was different was the group of students who demonstrated little effort throughout the year with assignments and assessments. A large number of these students were at or above proficient. Some students that receive special services (ELL/Sped) 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 need to continue to focus on supporting our students who receive special services and our minority students. In addition, the performance in the strand of Systems was lower compared to the other strands.</p>
<p>Achievement Gap</p>	<p>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 only saw 30% of those students (6 out of 20 students) please note the following: For the 10 sixth graders: 2 out of the 10 scored a level 3, 5 out of the 10 increased their scale scores, and 5 out of the 10 decreased their scale scores. For the 9 seventh graders: 1 did not test, 4 out of the 9 scored a level 3, and 8 out of 9 increased their scale scores. For the 2 eighth grade students, 0 out of 2 scored a level 3 and 2 out of 2 increased their scale score.</p>
<p>College and Career Readiness</p>	<p>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 is 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</p>

	students through real-world exercises on academic self-discipline, time and money management, and goal setting.
School Effectiveness:	It is disappointing to see that only 64% of staff agree mostly/completely that teachers provide feedback to each other to help improve instructional practices. We are unsure if teachers are only thinking about in class observations when answering this question. It was great to see that teachers responded with 84% agree mostly/completely that the staff works in teams across grade levels to help increase student learning and that 90% of staff agree mostly/completely that different staff members lead professional development activities for other staff.
Attendance and Discipline:	Attendance: We are pleased to see the improvement in student attendance for the identified students. While our goal was that students would improve their attendance by 2% from the previous year, we had students improve their attendance (or decrease their absences) from a range of 3% to 10%. There were still 48% of the identified students who did not improve their attendance. We need to keep looking at ways to support students when they are out and upon their return. Discipline: Our number of students who were suspended out of school last year only decreased by 5% (1 student). We did implement more in-school suspension and Wednesday schools in place of suspensions out of school for student discipline infractions. We will continue with this work this year.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	80% of students will meet or exceed standard on the 2017 ELA SBA.
Math: 6-8 Math	78% of students will meet or exceed standard on the 2017 Math SBA.
Science: 8 Science	85% of students will meet or exceed 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.

College and Career Readiness	100% of 8 th grade students will take 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.
Attendance:	50% of the current 7 th and 8 th grade students who had chronic absenteeism (10% or more days absent) during the 2015-2016 school year as 6 th and 7 th graders and are showing signs of chronic absenteeism through the first quarter of the 2016-2017 school year (10% or more days 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)

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 2015-2016 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 2016 – 2017 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 2016 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 2017 ELA SBA. These two groups were selected because historically they have underperformed their peers and there are a 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 2016 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 2017.

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 2015-2016 school year with the intent of improving student attendance during the 206-2017 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 19 students receive one or more out of school suspensions during the 2015-2016 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

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	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.
<i>Professional Learning needed</i>	Creating quality Level 4 questions and rubrics. We need more time and support in navigating Common Core Standards and SBA resources
<i>Resources needed</i>	Guidance using existing resources.

<i>Responsible individual or team</i>	ELA Department
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Goal Area	Math
<i>Strategy to support goals</i>	<p>Since the Spring of 2016, several math department members have been participating in District math cohorts and book groups to research, 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.</p> <p>As a department we are increasing the number of formative and pre-assessments given throughout the year. Our formative assessments are providing students with direct and immediate feedback on their progress toward individual standards. Re-teaching or tutoring is implemented if needed after analyzing assessment results. Our additional pre-assessments have been incorporated with the purpose of providing both teachers and students analysis of individual student growth.</p> <p>Grade level teams continue to implement at least four common formative assessments to allow collaboration on identifying student intervention needs and developing appropriate instructional strategies to support them.</p> <p>The math department provides one to one tutoring to struggling students during Pride Time and before/after school.</p>
<i>Professional Learning needed</i>	We would like more opportunities to share best practices using the new curriculum and the new Aleks online tool.
<i>Resources needed</i>	In safety net, we need effective solutions/resources for the small group of students with extreme behavior issues that disrupt the learning environment for the majority (a very diverse student population).
<i>Responsible individual or team</i>	Math department team members.

Goal Area	Science
<i>Strategy to support goals</i>	Grade level teams are using Common Formative Assessments to measure student proficiency and follow up as necessary. The 8 th grade team collaboratively formed lessons to help students develop strategies they can use on the 8 th grade MSP.

<i>Professional Learning needed</i>	Methods to adapt the curriculum to make it more inquiry based.
<i>Resources needed</i>	Supplementary materials to make the curriculum more inquiry based and include engineering standards.
<i>Responsible individual or team</i>	Grade level teams are responsible for CFAs but the science department needs support from the district to supplement the curriculum.

Goal Area	Attendance
<i>Strategy to support goals</i>	Meet with counselors to discuss identified students and determine extenuating circumstances in order to identify additional support needed for students. Meet bi-weekly with identified students to discuss progress, challenges and next steps.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	Skyward Information System for grade and attendance information, connection to community resources as needed.
<i>Responsible individual or team</i>	Admin team, counselors, BECCA coordinator.

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.