



RIDGEFIELD SCHOOL DISTRICT

unlimited possibilities

School Improvement Plan (SIP)
2019-2020

Building Data	
Building: Ridgefield High School.	Grade Span: 9-12 School Type: Comprehensive High School
Principal: Christen Palmer	Building Enrollment: 946
District: Ridgefield School District #122	F/R Percentage: 25.6%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 10.8%
Plan Date: September 2019	English Learner Percentage: 2.5%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:	
Choose an item.	

District Purpose Statement:

The Ridgefield School District aspires to be the state's premier district, leveraging strong community partnerships to provide each student personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.

District Core Values:

QUALITY INSTRUCTION

We ensure research-based instructional practices are implemented in every classroom utilizing access to professional growth and collaboration opportunities to reflect on and improve our practices.

EDUCATIONAL PROGRAMS

We deliver a premier educational program dedicated to developing the whole child. We provide students with personalized academic and extracurricular opportunities while increasing student learning.

LEARNING ENVIRONMENTS

We strive to provide safe, well-maintained facilities with 21st century learning environments in which all students can succeed. We will maximize the availability of its facilities to support community use.

COMMUNITY PARTNERSHIPS

We will create educational partnerships to promote collaboration, improve communication, and provide programs for greater learning opportunities.

School Leadership Team Members Parent Community Partners Please list by (Name, Title/Role)	
Monica DeShazer - Counselor	Steve Rinard- Math Department
Jill Uhacz- English Department	Stefanie Foster- CTE Department
Kara Breuer- Science Department	Bob Meek- Arts Department
Dave Dennett- World Language Department	Kathy Santiago- Social Studies Department
Bob Ford- Social Studies Department	Corynn Fiechtner- PE Department
Allen Andringa- Admin	Barnaby Gloger- Admin

Building Budget: The building budget for 2019-20 school year is \$130,104.

Volunteer Opportunities: We have a many parent and community volunteers who help us out in both curricular ways as well as extra-curricular support. Examples of how parents and community members support our academic programs are guest speakers in classrooms, chaperoning field trips, being mentors and business partners with our CAPS program, panel judges for our Senior Boards, etc. Examples of how our parents and community members support our athletics, activities, and clubs are by being engaged as Boosters, Boosters board members, volunteer coaching, chaperoning trips, helping with our theater productions, band/choir concerts, College & Career Fair, etc. We are proud of our High School and Beyond project for Seniors, which requires 20 hours of community service. We also have an opportunity for our students to volunteer as camp counselors for the fifth grade students from Sunset Ridge Intermediate School at the CISPUS outdoor school.

Culture of Equity Description/Statement (RSD Policy 1910)

The Ridgefield School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies or religion. We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment.

The principle of equity goes beyond formal equality where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices and resource allocations. All students will have access and opportunity to a high-quality education.

The Ridgefield School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;
2. Everyone in the district will act to eliminate disparities to prepare all students for college and career and;
3. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals. Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

To realize our beliefs the Ridgefield School District will:

1. Narrow the gaps between the lowest and highest performing students;

2. Eliminate disproportionality among student groups represented across academic programs; and
3. Ensure that each student receives the appropriate supports and opportunities to achieve their full potential.

Collaboration:

Collaboration, done effectively, can dramatically improve our pedagogy, school climate, and student learning. In order to allow the time necessary for ongoing collaboration, so that we can thoroughly improve without artificial deadlines and focus on quality, we are committed to weekly collaboration time.

The main goal of collaboration is to work together to share ideas, improve teaching practice, and strengthen our schools. This time may include the creation of common assessments, sharing student data, planning units, reflecting on past practices, working across grade bands, and other clearly stated goals that improve team and school performance.

PLAN/NEEDS ASSESSMENT 20192020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

If you are a Title I, Part A Targeted Assistance Program please complete the questions below. If you are not a Title I, Part A school please delete these questions.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Our big areas of focus for improvement for 201920 are the following:

- Overall Regular Attendance Rate for All Students
- Our ELA and MTH proficiency rate for our Students with Disabilities
- Our Ninth Grade On Track rate for our Low Income Students and our Students with Disabilities
- The Progress Rate for our English Language Learners

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Some possible root causes are:

- The data sets include data from prior to our launch of our inclusion model. With continued work around our co-teaching inclusion model we will work to increase our performance rate of our Students with Disabilities in both ELA and Math.
 - We have recently started to focus on regular attendance rates both at the high school and as a district. We believe this focus will help our parents/guardians decrease the amount of excused absences and increase the attendance rate of all students.
 - The low attendance rate for our Low Income students as well as our Students with Disabilities may have contributed to the low rate of Ninth Grade On Track rate. We will focus on this with our new attendance procedures.
 - The Ninth Grade On Track rate is directly related to the F rate being higher with our 9th graders which highlights the work we need to do for interventions through our Student Support Team, The Power of Being Seen, and academic interventions in class for our 9th grade students specifically.
 - The low progress rate for our English Language Learners could be a result of the lack of program prior to a few years ago. A program review/audit of our ELL program could identify potential gaps in curriculum for the various levels of language learners being supported in one class.
3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

The typical RHS student is hard working, polite, respectful, and complies with requests from teachers and staff. This student also comes ready to learn with homework mostly or fully completed to the best of his/her ability. Taking risks in class during class discussions, sharing knowledge, ideas, and opinions with their peers are all a part of the normal routine at RHS.

- b. What challenges do they face?

Some of the challenges this typical RHS student faces are that of perseverance when things get tough, comparing their self-worth to that of their peers based on what is happening on social media, and feelings of stress and anxiety that they aren't good enough.

- c. What are some important relationships in their life?

Important relationships include family, friends, faculty and staff at RHS, and community connections through church.

Educators

1. Describe the degree to which the purpose statement and the equity statement are reflected in the actual building culture and day to day activities of your school?

We spent time this year as a faculty connecting our purpose statement directly to the work we do with students in the classroom. This gave our educators time to reflect about the level of connectedness within their individual classrooms and gave them opportunities to learn from their peers about how they are supporting students. Our building culture continues to be a focus for our staff, which includes work around equity.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Our focus this year will continue to be centered on personalized learning, differentiated instruction, as well as culture and climate work (which includes equity).

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We have done work around personalized learning with Jeff Utecht and have also implemented the work of analyzing data and metrics of success from Eric Twadell into our Professional Learning Communities. The metrics that we are looking at are the amount of different strategies teachers are using at one time with students as well as the student growth data.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social, emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened

This is an area of focus for us this year. We will continue the work with our Student Support Team but we will be looking at student data more closely and making data driven decisions. We have begun this work with our School Improvement Team and are looking at how we can dive deeper into our work around The Power of Being Seen. We continue to provide support for our students with proactivand

preventative interventions with our Student Assistance Professional as well as our two Mental Health counselors from Family Solutions and Real Life Counseling Services. We will need to focus our resources, time and attention on our three populations (Low Income, Students with Disabilities, and our English Language Learners) that have shown less growth than other populations in areas indicated on our Washington School Improvement Framework (WSIF).

2. How did your school identify these areas of strengths and improvement?

It is based on the areas where we are deficient on our scores in the WSIF as well as the areas where we are strong and have systems in place.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

The work that our counselors and Student Support Team do with our community partnerships with outside agencies is an example of how the systems interact to support our students with needs beyond the classroom.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

As a staff we have made improvements on communication home with parents in a proactive manner. We hope to continue to work on this communication and have added in 6 week progress reports for this coming year so our parents can see how their students are doing at two points in time prior to the final grades each semester. We are hoping that these 6 week intervals will result in a decrease to our F rate and an increase in the number of credits earned per student. We will continue with the Downhill Challenge, Parent-Principal Talk Time, Senior Boards, Financial Aid night, etc.

SIP Goal #1: Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.	
SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	
Strategy #1	Deliver an articulated and challenging K-12 curriculum, aligned to state standards, and taught with fidelity that ensures academic success for every student.
ACTIVITIES TO ENSURE MASTERY	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	

Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Staff will develop student growth goals to ensure continuous increases in student learning.	September 2019	All Faculty	Professional development during August TRI Day and time to work in their PLC's	Growth of the number of students "moving to the right" on common assessments
2) Learning Walks & TOSA Mondays	Oct - May	Paul Hamann	Time & available classrooms as studio classrooms	Teachers learning from each other and trying new strategies in their classrooms.

SIP Goal #1: Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Strategy #2 (If needed)	Expand, implement, and evaluate formalized process of professional development for all staff members.
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ACTIVITIES TO ENSURE MASTERY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Teachers will engage in professional development monthly centered on personalized learning, differentiation, and the five foundational instructional elements.	All Year - on going	Admin team and School Improvement Team	Different staff members and outside presenters to help with Professional Development.	Differentiation of strategies in classrooms as well as improved student growth. More student discourse, student work time, and student-centered lessons are visible in classrooms on a regular basis.
2) Weekly, Professional Learning Communities will meet to write a common rubric, write	All year - on going	Every department	Time every Wednesday morning as well as admin support	Improved student growth data over the course of the assessment cycles each semester as evident in each

<p>common assessments, analyze assessment data, calibrate their work, and select instructional elements to implement in their classes in order to move all students “to the right”.</p>				<p>department’s PLC Running Notes</p>
<p>3) Our TOSA, Paul Hamann will work alongside teachers on co-teaching strategies, unit planning, workshop model, and differentiation and personalized learning strategies to help move our staff “to the right”</p>	<p>All year - on going</p>	<p>Math & English general education teachers & Special Ed co- teachers</p>	<p>Common planning time daily, unit planning days 6 times a year, support from our TOSA, Paul Hamann.</p>	<p>Equal instructional time among co-teachers with no ability to decipher which teacher is the content specialist and which is the special education teacher as well as which students are receiving special ed services</p>

SIP Goal #2: Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Strategy #1	Develop and expand building level plans to address respectful and collaborative environments among all school community members.
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ACTIVITIES TO ENSURE MASTERY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Class Meetings	September 2019	Christen Palmer, Barnaby Gloger, & Allen Andringa	Input from staff, time, auditorium	Students engaging in positive school culture & behavior
2) Utilize community health resources such as Family Solutions, Real Life and SeaMar to connect our students with resources and remove barriers to their learning	All year - on going	Counselors, SAP, Mental Health Counselors	Time and space	The percentage of students that indicate on the Healthy Youth Survey that they feel safe at school will continuously increase
3) Increase pride and connectedness to school culture	All year - on going	ASB Leadership, Staff, & Admin team	Instagram, Twitter, ThrillShare, Spirit walks, ASB activities	Increased student participation
4) Monthly recognize students of the month based on Success Bound traits	Monthly	Staff & Admin	Spud bucks, student of the month lunch with principal, student of the month recognition	Increased number of students getting Spud Bucks each month & decreased number of discipline infractions

SIP Goal #2: Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Strategy #2 (If needed)	Actively review and refine emergency school procedures.			
ACTIVITIES TO ENSURE MASTERY				
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Training and implementation of the Standard Response Protocol to all staff and students, with on-going implementation through monthly drills.	September 2019 & monthly drills	Barnaby Gloger & Kevin Plue	SRP information	Successful completion of drills
2) Evade & Defend Training for staff and students	September 2019	Kevin Plue	Power point & videos	Student and staff comprehension of what to do in an emergency situation
3) Safety Audit of our school campus	September 20 19	Admin team & Kevin Plue	Safe schools checklist and observations	Increased student safety

SIP Goal #3: Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Strategy #1	Communicate with staff and stakeholders in a timely manner utilizing a variety of tools that promote two-way communication.
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ACTIVITIES TO ENSURE MASTERY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Implement the Communication Plan 2019-20	All year - on going	Christen Palmer	staff, email blasts, meetings, skyward, email, phone communication	Parent survey of communication practices
2) All staff will post weekly updates within Skyward and major assignment due dates ahead of schedule.	Weekly - all year	Faculty	Skyward & skyward messenger	Increased 2-way communication
3) Faculty will engage in the Downhill Challenge and proactively communicate with students and parents before students are receiving failing grades.	On going all year	Faculty	Phone, email, in-person meetings, IEP meetings	Decrease of number of students on the F report & increased 2-way communication

SIP Goal #3: Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Strategy #2 (If needed)	Provide opportunities for parent and patron involvement at all schools.
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ACTIVITIES TO ENSURE MASTERY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Host fall conferences for parents to discuss student progress.	October, 2019	Barnaby Gloger & Faculty	Time & strategies for effective conferences for staff members	Increased connection and two-way communication
2) Host an incoming 9th grade parent night in the spring.	February 2020	Barnaby Gloger, Counselors, & Faculty	Presentation & break-out sessions, club & activities fair	Relationships with new students & connection to their new school
3) Community members are invited to participate in the Senior Board Presentations, Fall Fair, and other College and Career focused events held at RHS.	Throughout the year	Amy McKenna & staff	Time, Money, and space as well as volunteers	Annual increase in the number of community and business partners collaborating with the district
4) Community members are invited to participate in content specific departments and classrooms	All year - on going	Faculty	Community connections, CCTE advisory council, Poetry Out Loud, PE connections with Military, etc.	Annual increase in the number of community and business partners collaborating with faculty and in classrooms

SIP Goal #4: Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.				
SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES				
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>				
Strategy #1		Continued improvement of our inclusion model for our Students with Disabilities.		
ACTIVITIES TO ENSURE MASTERY				
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Professional Development for our co-teaching teams	on going - all year	Barnaby Gloger	Conferences, workshops, unit planning days, common planning time	50/50 co-teaching model evident in all co-teaching classrooms Increased progress on SBA for our students with IEP's.
2) Learning Lab where students get instructional and behavioral support during the day	on going - all year	Special Education Department	Time to develop learning lab support systems, site visits to other schools	Increased use in learning lab to support students individual needs.

SIP Goal #4: Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.				
SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES				
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>				
Strategy #2 (If needed)		Analyze academic and discipline data for gaps. Develop strategies to narrow identified gaps.		
ACTIVITIES TO ENSURE MASTERY				
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Attendance Letters & conversations	Monthly	Allen Andringa & Admin team	Attendance reports & letters	Increase in regular attendance rate.

2) ELL program audit	on going - all year	Allen Andringa, Dave Dennett, Tiffany Gould	ELL program review checklist and data	Increased progress in program for our English Language Learners
3) Ninth Grade On Track Rate for Low Income and Students with Disabilities	on going - all year	Admin Team, Counseling Team and SST as well as SIT team	Time for meetings, data analysis, and interventions	Increased on-track rate for our 9th grade cohort

Ridgefield High School - Data Analysis for School Improvement Process
2019-20

Advanced Placement (AP)	2016-17	2017-18	2018-19
AP Enrollment	161	193	240
AP Exams	223	279	301
Pass Rate	50%	47%	53%

	2016 - 17		2017-18		2018-19	
AP Courses	Participation	Pass Rate	Participation	Pass Rate	Participation	Pass Rate
Studio Art: Drawing	6	83%	4	75%	N/A	N/A
Studio Art: 3-D	0	N/A	2	100%	N/A	N/A
English Lang & Comp	22	41%	38	50%	42	63%
English Lit & Comp	27	70%	37	40%	14	35%
Human Geography	56	39%	53	45%	26	34%
Psychology	20	70%	22	86%	34	85%
Government & Politics	25	28%	36	27%	56	30%
World History	N/A	N/A	N/A	N/A	31	42%

US History	8	25%	27	26%	29	44%
Calculus AB	21	71%	22	60%	22	77%
Calculus BC	1	100%	1	100%	6	83%
Statistics	1	100%	2	0%	N/A	N/A
Biology	15	66%	17	76%	21	67%
Chemistry	21	33%	15	13%	19	52%

Smarter Balance - ELA	2016-17	2017-18	2018-19
RHS ELA 10th	78.5%	82%	82%
Camas	90.4%	86%	86.6%
Lake Washington	85.8%	88.7%	88.7%
Mercer Island	94.2%	88.7%	91.9%
Bainbridge Island	N/A Suppressed	89.1%	93.8%
State ELA 10th	73.6%	69.5%	69.7%

Smarter Balance - Math	2016-17 (tested 11th graders)	2017-18(tested 10th graders)	2018-19
RHS MTH 10th	40.3% (11th)	58%	60.4%
Camas	64.5%	62.7%	64.2%
Lake Washington	N/A Suppressed	72.3%	71.3%
Mercer Island	21.0%	79.9%	83.6%
Bainbridge Island	N/A Suppressed	73.4%	74.5%
State MTH 10th	Didn't test	40.6%	40.2%