



RIDGEFIELD SCHOOL DISTRICT

unlimited possibilities

School Improvement Plan (SIP)
2019-2020

Building Data	
Building: View Ridge Middle School	Grade Span: 7-8 School Type: Middle
Principal: Tony Smith	Building Enrollment: 535
District: Ridgefield School District #122	F/R Percentage: 29%
Board Approval Date: 10/8/2019	Special Education Percentage: 12.8%
Plan Date: 9/18/2019	English Learner Percentage: 2.8%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:	
Targeted 1-2	

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)	
Tony Smith, Principal	Jerry DeShazer, PE
Stephanie Goad, Assistant Principal	Leilani Lamoreaux, Social Studies
Jenny Berry, Counselor	Kristi Young, Science
Autumn Andersen, Math	Courtney Thompson, ELA
Paul Hamann, TOSA	Melissa Johnson, Math
Tina Krause, The Ridge President (parent organization)	

Building Budget:

ACCOUNT	2015-16	2016-17	2017-18	2018-19	2019-20
Learning Resources (Library)	\$1,950	\$4,700	\$6,615	\$10,615	\$10,615
Principal's Office	\$11,628	\$5,000	\$3,500	\$3,500	\$3,374
Guidance and Counseling	\$200	\$500	\$600	\$600	\$600
Health Related Services	\$300	\$350	\$490	\$425	\$425
Teaching	\$23,050	\$32,950	\$30,355	\$32,960	\$32,280
Instructional Tech Curriculum					\$1,200
Professional Development	\$0	\$7,290	\$15,200	\$20,900	\$15,400
TOTAL	\$37,128	\$50,790	\$56,760	\$69,000	\$63,894

Volunteer Opportunities:

View Ridge utilizes volunteers from our parent support group "The Ridge", which supports both Sunset Ridge Intermediate and View Ridge Middle School activities. Volunteers also assist in our STEM classes as career speakers. Student leaders and parents volunteer their time to support Assurance Day (new student orientation), assemblies, and other school activities. National Junior Honor Society members complete a required number of service hours, and many of them do this by serving the school in some capacity. Students and teachers complete various service projects throughout the school, district, and community. For the 2019-20 school year, View Ridge is exploring a partnership with the Teach One to Lead One mentoring program.

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 (SY 2019-2020 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's 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 in blue. If you are not a Title I, Part A school please delete these questions.

Student Populations

- 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?

Key takeaways include:

- View Ridge 7th graders outperformed the state average by five percentage points in ELA and ten in math
- View Ridge 8th graders outperformed the state average by two percentage points in ELA and eight in math
- Hispanic/Latino students underperformed the average by about eleven percentage points in ELA and twelve in math
- Students of two or more races outperformed the average by twelve percentage points in ELA and by ten in math
- Females outperformed males by eighteen percentage points in ELA and four in math
- Low income students underperformed their non-low income counterparts by thirty percentage points in ELA and thirty-three in math
- 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.

Our team has identified the following potential root causes of our indicators:

- Literacy focus is limited to the 50 minutes of ELA instruction. We do not have a building-wide set of practices around literacy skills that are taught and reinforced beyond the ELA classroom.
- Student ownership of their learning could be improved as evidenced by increasing challenges with assignment completion, assessment retaking, and other examples of lack of initiative on their parts
- In math, staff turnover has been high. The math team's veteran member was in his second year in our school last year. This continues to be a challenge as this year we have added two new teachers to the team.
- With competing priorities and initiatives, academic intervention has often been delayed or cancelled to support other things.

- 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!)
 - What strengths do they possess?

A typical student at View Ridge is white, middle class, and from a two-parent home. They have strong basic academic skills in reading and math relative to same age peers in other schools. They are involved in athletics either in or out of school, and generally like school and their teachers. They may tend to be a bit more naïve than a kid from another school, but that is changing as we grow.

- What challenges do they face?

Challenges faced by a typical View Ridge student are similar to others in their generation. In an age of immediate connectivity and feedback, school can be a change of pace and dynamics that students struggle to adapt to. Additionally, rapid growth in the community has created an ever-changing social system that can be tricky to navigate within our school. Rising property values and rents have hit more families than might be evident, and we see economic struggles more frequently than basic demographic information might suggest.

- What are some important relationships in their life?

View Ridge students generally have supportive families behind them and a solid peer group. Most of our kids can identify a caring adult in their school lives as was evidenced in a recent school-wide connection survey we conducted. There are also a variety of extra-curricular activities, mostly advised and coached by View Ridge staff, that provide further connection opportunities.

Educators

- 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?

View Ridge middle school aspires to be the state's premier middle school by providing all kids with the skills necessary to succeed in high school and beyond. The staff collectively focuses on identifying and teaching the most essential attributes that leverage independent academic achievement in the future. The staff is committed to all students reaching their goals, and builds positive relationships with all students as a foundation of our work with them.

- 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)?

There will be three main focuses in our professional development this year:

1. High leverage practices in literacy instruction
2. Differentiation strategies to support learners of diverse needs in the same classroom
3. Equitable teaching practices

- 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?

Professional Learning Communities framework training has been foundational for the View Ridge staff's collaboration and focus on learning. Each content team has prioritized their standards, described proficiency in them, and written common assessments to evaluate student learning on them.

Systems of Support

- 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 strength for your school's system of support and how other areas will be strengthened.

View Ridge has been implementing a PBIS system for nearly ten years. Expected behaviors are articulated and taught, and students receive weekly social-emotional learning sessions using the Second Step curricular materials. This year, we will be implementing a Connection Center to support student reflection on behavior and reconciliation following harm to the community. Also, for the first time, a Structured Learning Center will be used to support students with emotional and behavioral disabilities.

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

Analysis of discipline and minor behavioral data. Our SWIS system and Skyward give us reports that analyze data on behavior by student, time of day, type of behavior, location, and other factors. This helps us focus in on key areas to improve. The student services team meets monthly to make sense of the data and present it to staff.

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

View Ridge is fortunate to receive support from several key parent and community groups. The Ridgefield Education Foundation provides numerous grants to teachers to support their classroom needs. The Ridge parent organization supports with many volunteers, a students store, concessions at athletic events, and grants. The Ridgefield Lions Club conducts vision screenings.

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

The Ridge parent organization is a backbone of support to much of what our school does. The area we strive to improve this year is connecting parents with the nuts and bolts of what their children are doing in classrooms by better clarifying the use of Skyward and Google classroom, and prompting students to share with their parents their progress on assessments.

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 #1	Deliver an articulated and challenging K-12 curriculum, aligned to state standards, and taught with fidelity that ensures academic success for every student. Specifically, View Ridge staff will teach high leverage literacy skills across content areas.
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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) Identify 3-5 high leverage literacy skills to be taught and reinforced by all VRMS teachers	September/ October	Tony Smith, Leadership Team	Common Core Standards, adopted curricular materials	3-5 literacy skills named and articulated, exemplars identified
2) Develop staff expertise in the identified skill, clarify quality in them, and train on instructional routines to support them	October - December	Tony Smith, Leadership Team	Common Core Standards, adopted curricular materials, training resources or professional developers	Training plan documented, all staff have clarity on skills identified and are capable of implementing routines to support them
3) Develop measures of success to mark our student improvement in these areas	October- December	Tony Smith, Leadership Team	Assessment rubrics, teacher-developed tools to measure evaluate student learning on identified skills	Rubrics developed, assessments planned and scheduled, goals set
4) Teach and reinforce skills across content areas in ways determined by content teams of teachers	January-May	Leadership Team	Class time	Teacher-developed lessons and observation of student activities
5) Evaluate student progress on identified skills	May	Classroom teachers, Leadership Team	Class time, collaboration time	Attainment of goals based on student learning data

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	Implement Positive Behavioral Interventions and Supports in all schools. Specifically, VRMS will improve its use of data to determine school-wide focuses and student support.
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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) Develop a data review protocol to be performed monthly to identify needs for focus in our school	September	Tony Smith, Stephanie Goad		Protocol developed
2) Monthly data reviews	October-May	Jenny Berry, PBIS Team	SWIS, Skyward	Reviews completed, clear focus points identified
3) Create behavior improvement plans and goals based on data reviews	October-May	Jenny Berry, PBIS Team	Meeting time, SWIS, Skyward	Clear plans and goals to focus on
4) Evaluate success of plans	November-June	Jenny Berry, PBIS Team	Meeting time	Successful progress towards improving behaviors identified for improvement

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)	School improvement plans will address respectful and collaborative environments among all school stakeholders. Specifically, VRMS will implement Connection Centers as a response to student misbehavior and explore the use of restorative practices to support a respectful community.
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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) Develop a Connection Center to support a more constructive response to student misbehavior	September-June	Teresa Vance, Tony Smith, Nicole Colpron	Connection Center mentor role, Connection Center room	Reduction in repeated misbehavior by same students
2) Train staff on restorative practices concept	October-January	Teresa Vance, Tony Smith	Staff meeting time	Training conducted
3) Plan for implementation of restorative practices	January	Teresa Vance, Tony Smith	PBIS Team meeting time	Plan developed
4) Enlist support of student leaders, including beginning a leadership class, to support a positive and safe school environment	September-February	Tony Smith, Jerry DeShazer	Building budget, staffing, curriculum	Class scheduled and staffed, structure implemented
5) TOSA will support staff in implementing instructional practices that promote and reinforce an equitable experience for students, regardless of background	September-May	Paul Hamann		Observable equitable practices are implemented in classrooms

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) Improve clarity of communication tools for parents regarding student with online guidance and parent information night, focusing on Skyward and Google Classroom	October	Tony Smith	Google, Skyward, and meeting time	Parent night and online guidance developed and delivered, improved parent clarity as evidenced by improved feedback
2) Identify 3-5 "Habits of High School Success" for students that represent high leverage attributes students need to be successful in high school beyond their academic capacities	October	Stephanie Goad	RHS staff survey, research on high school success, meeting time	Habits identified and articulated
3) Plan and deliver lessons on the habits in Success Time	October-January	Stephanie Goad, Jenny Berry	Class time, possibly reading materials for students	Lessons delivered, improved independent habits of students witnessed by staff
4) Communicate with parents how they can reinforce habits as students are learning them	October-May	Tony Smith	School newsletters, videos	Improved parent engagement in student habits

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

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	Each Ridgefield school will identify differentiated and individualized pathways to meet the needs of each student.
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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) Increase flexibility and precision of our academic intervention in WIN (What I Need) Time (formerly known as Excel Time)	September-October	Tony Smith	Meeting time, Google tools	System developed that
2) Provide engaging and rigorous extensions in WIN time for students who have successfully met classroom standards, focusing on increasingly challenging activities	September-October	Tony Smith, Leadership Team	Meeting time, Collaboration Time, and instructional resources to support extensions	Menu of options for students to extend their learning in WIN Time
3) Student data tracking tools to monitor their learning needs and drive their WIN time activities	October-May	Tony Smith, Leadership Team	Google docs, class time, Collaboration Time	All students using data trackers for all classes, monitoring progress by standard and learning target

STATE TEST SCORES - ELA											
Grade	3	4	5	6	7	8	9	10	11	12	
Overall					65.7%	60.1%					
Male					57%	50%					
Female					70%	73%					
Low Income					41%	41%					
Special Education					14%	14%					
Hispanic/Latino					47%	58%					
American Indian					NA	NA					
Asian					NA	NA					
Black/African American					NA	NA					
Native Hawaiian					NA	NA					
White					68%	58%					
Two or more races					76%	75%					

STATE TEST SCORES - MATH											
Grade	3	4	5	6	7	8	9	10	11	12	
Overall					58%	53.3%					
Male					57%	50%					
Female					59%	57%					
Low Income					29%	35%					
Special Education					21%	0%					
Hispanic/Latino					38%	48%					
American Indian					NA	NA					
Asian					NA	NA					
Black/African American					NA	NA					
Native Hawaiian					NA	NA					
White					60%	51%					
Two or more races					71%	58%					

STATE TEST SCORES - SCIENCE								EOC - BIOLOGY			
Grade	3	4	5	6	7	8	9	10	11	12	
Overall						56.6%					
Male						52%					
Female						62%					
Low Income						42%					
Special Education						0%					
Hispanic/Latino						58%					
American Indian						NA					
Asian						NA					
Black/African American						NA					
Native Hawaiian						NA					
White						54%					
Two or more races						58%					

SCHOOL DISCIPLINE DATA

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Office referrals								626	485				
Male								431	363				
Female								195	122				
Low Income								ND	ND				
ELL								ND	ND				
Special Education								ND	ND				
Section 504								ND	ND				
Hispanic/Latino								112	57				
American Indian								1	1				
Asian								3	6				
Black/African American								15	0				
Native Hawaiian								0	0				
White								415	395				
Two or more races								80	26				

