



RIDGEFIELD SCHOOL DISTRICT

unlimited possibilities

School Improvement Plan (SIP)
2019-2020

Building Data	
Building: Sunset Ridge Intermediate School	Grade Span: 5-6 School Type: Intermediate
Principal: Todd Graves	Building Enrollment: 574
District: Ridgefield School District #122	F/R Percentage: 25%
Board Approval Date:	Special Education Percentage: 7.89%
Plan Date: 09/10/2019	English Learner Percentage: 1.22%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: <ul style="list-style-type: none"> • Not identified 	

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)	
Shannon Cosgrove 6th grade Math teacher	Cheryl Shaw 6th grade ELA teacher
Tammy Cresap 5/6 grade ELA teacher	Ananda Thornton 5th grade teacher.
Doug TenEyck 5/6 Special Education Teacher	Kim O’Neal 5th grade teacher
Jeff Payne 5th grade teacher	Todd Graves Principal
Randi Christopherson 6th grade ELA teacher	Stephanie Goad Assistant Principal

Building Budget: \$55,723

Volunteer Opportunities:

- Parents are encouraged to volunteer in classrooms to help support student learning.
- Outdoor School CISPUS

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.

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.

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?
 - a. As a general trend for the whole school, students struggle in math more than reading on state tests.
 - b. Current 6th graders are performing at a 48% pass rate for math and 5th graders are performing at a 45% pass rate according to the Fall iReady assessment.
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.
 - a. New building, focus on building new structures and routines
 - b. New curriculums (2 years for math, 1 year for ELA)
 - c. New intervention system in the works, MTSS. Teachers working with students they are not familiar with specific strengths/weaknesses
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.
 - a. Strengths
 - i. Family structure, outside support, engaged community, positive school environment, extra curricular activities
 - b. What challenges do they face?
 - i. Peer pressure, parental pressure, time constraints, lack of accountability
 - c. What are some important relationships in their life?
 - i. Peer relationships, Teacher-student relationships, Student-parent relationships, Student-staff relationships, Student-extended families, Student-siblings, Student-caregiver

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?
 - a. Strong community partnerships/interactions - PBL, social media presence, Family Solutions/Real Life
 - b. Personalized learning - WIN, HiCap trainings/info nights for parents, iReady assessments
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)?
 - a. More purposeful with data collection/analysis
 - b. WIN time
 - c. Connection Center
 - d. Restorative Practices
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?
 - a. PBIS Team/System
 - b. RTI Team
 - c. Leadership Team
 - d. PLC's

- e. TOSA Support
- f. SLC

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 strength for your school's system of support and how other areas will be strengthened
 - a. Academics: Tools for measuring progress (iReady, Common assessments, Smarter Balance interim assessments); Intervention blocks (WIN); Project Based Learning
 - b. Social-Emotional: Connection Center/ PBIS, MTSS (Token economy, PBIS, 2nd step, community circles, restorative justice practices, Family Solutions and Real Life Counselors)
 - c. Behavioral: Kelly O'Boyle (Structured Learning Center, CICO, PBIS, Restorative Justice SWIS)
2. How did your school identify these areas of strengths and improvement?
 - a. Swis Data, PBIS committees, MTSS committees, Leadership committees, Communication with and among stakeholder groups (families, students, educators, and leadership)
3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.
 - a. Project Based Learning involved local businesses and community members, and were presented to families and the community.
 - b. Early childhood learning center supporting younger students (Not school specific)
 - c. 18-21 transition program continuing to support continuity of education (Not school specific)
 - d. Move up day for incoming 5th graders come to school before starting, and Assurance day for outgoing 6th graders becoming 7th graders; invitation to 4th grade students to CISPUS nights, Open house/ Back to School Night, Data analysis for incoming class placement decisions, parent meetings for SpEd,

Things to improve in:

Vertical collaboration between schools and grades. around student backgrounds, experiences, academics, and vertical planning.

Follow up to make sure that information that is shared is understood and used in practice (training around understanding 504s/ IEPs etc.).

Procedures: (i.e. protocol for new students with special requirements for education)

4. 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)?
 - A. Project Based Learning is an area where we excelled last year. We have many active parents and community members supporting our efforts and sharing their expertise with students and staff.

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	Staff will analyze multiple assessment measures to inform instructional decision making, track student progress, and ensure every student meets or exceeds expected growth.
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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) iReady Assessments for ELA & Math	Year Long	Leadership team	iReady & ReadyGen curriculum	Trimester assessments
2) Student Growth Goals	Trimester 1 & 2	Pod/Graves	AIMSWEB EasyCBM Iready	End of unit / tri assessments
3) SBA	Year Long	Pod/Leadership	Homeroom	SBA Results from past and future
4) WIN	Year Long	Pod/Leadership	iReady test results iReady diagnostic, comprehension checks, standards mastery Additional reading & math curriculum and resources	iReady test results - comprehension checks, standards mastery

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 Restorative Practices and Social Emotional Learning (SEL) support rooms.

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
Community Circles	Daily	Classroom teacher	Restorative practice binder , second step	Reduced referrals, class climate improves, class climate survey
Second Step	Weekly	Classroom teacher	Website and binder	Reduce referral rate
Connection Center	Ongoing as needed	Nicole Colpron	SWISS	Reduce referral recidivism rate

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

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
Parent feedback surveys	Sept.-June	Todd Graves	Parent Surveys	Parent responses and school implementation of those responses
Instagram posts	Sept.-June	Todd Graves	Instagram	The number of followers and likes of the content posted.
Parent-Teacher 2-way communication	Sept.-June	Teachers	Email, phone, staff websites, Newsletters, Remind, Seesaw, PBIS postcards, etc.	Parent survey results

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 The district will maintain and enhance the support of the Family Resource Center’s mission of supporting all Ridgefield families.

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
Clothes Swap	Before June 2020	Leadership/ASB	Families bring clean clothing and exchange it for other clothing that will work for their family.	Community participation and donations
Food Drive	Before W/nter Break 2019	Leadership/ASB	Community donations	Community Donations
Summer Lunch Program	Put in place before June 2020	Chris Poppert	Chartwells, Staff volunteers, Community volunteers, High School Seniors that need hours, Ridgefield Parks and Rec.’s	Participation

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 #2 (If needed) Increase awareness of and develop programs that support the unique needs of targeted identified sub-group populations.

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
Activity busses to allow for access to clubs and activities for kids without transportation.	Year long academic year 2019/2020	KWRL, District Leadership	Busses, The Ridge, District	Student participation
Development of new clubs/activities	Year long academic year 2019/2020	District Leadership, staff, volunteers	Facilities to hold activities, staff,	Student participation
Scholarships for Participation in sports, Community Ed programs, etc.	Year long academic year 2019/2020	The Ridge, Community Partnerships, REA	The Ridge, Community Partnerships, REA	Increased student participation

STATE TEST SCORES – ELA (Percent Proficient)				
Grade	3	4	5	6
Overall			68%	67%
Male			63%	64%
Female			73%	69%
Low Income			53%	47%
Special Education			32%	17%
Hispanic/Latino			68%	43%
American Indian			100%	0%
Asian			100%	100%
Black/African American			NA	100%
Native Hawaiian			100%	0%
White			69%	74%
Two or more races			75%	38%

STATE TEST SCORES – MATH (Percent Proficient)				
Grade	3	4	5	6
Overall			51%	60%
Male			53%	61%
Female			49%	60%
Low Income			56%	40%
Special Education			32%	10%
Hispanic/Latino			NA	NA%
American Indian			0%	0%
Asian			100%	100%
Black/African American			NA	NA
Native Hawaiian			0%	0%
White			52%	68%
Two or more races			67%	31%

STATE TEST SCORES - SCIENCE			
Grade	3	4	5
Overall			61%
Male			59%
Female			63%
Low Income			46%
Special Education			45%
Hispanic/Latino			0%
American Indian			NA
Asian			NA
Black/African American			NA
Native Hawaiian			NA
White			62%
Two or more races			75%

SCHOOL DISCIPLINE DATA (SWIS Major Referrals, number of students)		
Grade	5	6
Office referrals	115 total 44 students	77 total 30 students
Male	35	27
Female	9	3
Low Income	NA	NA
ELL	NA	NA
Special Education	8	8
Section 504	4	4
Hispanic/Latino	3	0
American Indian	1	0
Asian	2	3
Black/African American	1	3
Native Hawaiian	1	0
White	41	29
Two or more races	0	5

ADVANCED PLACEMENT		
Course Title	Participatio n	Achievemen t