RIDGEFIELD SCHOOL DISTRICT
unlimited possibilities

School Improvement Plan (SIP)
2019-2020

Building Data	
Building: Union Ridge Elementary	**Grade Span:** K-4 **School Type:** Elementary
Principal: Angie Gaub	**Building Enrollment:** 833
District: Ridgefield School District #122	**F/R Percentage:** 19%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage: 10.91%**
Plan Date: 9-16-19	**English Learner Percentage:** .22%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Support Tier 1: Targeted 1-2 Self Directed	

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)	
Jessica Jacobson, PTO president/parent	Click or tap here to enter text.
Jen Tabish, PTO Vice president/Parent	Click or tap here to enter text.
April Speidel, PTO Treasurer/Parent	Click or tap here to enter text.
Jahna Wilson, PTO Secretary/Parent	Click or tap here to enter text.

Building Budget: $81,370

Volunteer Opportunities: Families can volunteer in the classroom as little or as often as the classroom teacher allows. There are also numerous volunteer options during the day and during evening events sponsored by our PTO.

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
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? Data shows that we continue to have work to do to ensure every student is learning at grade level. Our SBA scores for 3rd grade in 2018-2019 were particularly low with 69% at or above standard in ELA and 66% at or above standard in Math. This same group of students have shown below grade level skills in reading and math on the fall iReady diagnostic for 2019. This will require a greater focus for 4th grade teachers on strategic interventions in order to ensure each child is making adequate progress and reaching grade level. This also requires greater collaboration between support services like ELL/Title/LAP, SpEd and Gen Ed teachers to make sure each student is receiving what they need to be successful at school.

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. We provide a rich learning experience for students. We need to continue to work on our strategic interventions for students and on our differentiation strategies provided during core instruction. Strengthening our intervention block and our differentiation during core instruction provides all of our students with greater access to the tools they need to be successful. This allows our highly capable students to grow and thrive and challenge themselves, and provides our students below level an opportunity to close their skills gaps.

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? A typical student at Union Ridge has supportive and involved parents who are interested in seeing their child be successful at school. They are ready to learn every day. There is positive communication between the teacher and parents. A typical student is learning at grade level or close to grade level in reading and math.

b. What challenges do they face? A typical student at Union Ridge faces challenges that are less academic and more focused on social emotional learning. Our data shows that students struggle to regulate their emotions and to deal with conflicts, particularly on the playground and during unstructured times.

c. What are some important relationships in their life? Important relationships for students at Union Ridge are the relationships with their parents and with caring adults in our building. For a typical student that means their teacher and possibly a counselor or another staff member.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

Multiple objective criteria are used for identification of students in need of additional support and intervention through Title I/LAP.

Screener - Academic Achievement/Performance Screener
Kindergarten
Entry
    WAKids (Washington Kindergarten Inventory of Developing Skills) –
    Heggerty Phonological Awareness Kindergarten Baseline Assessment
    Objective 15: Demonstrates phonological awareness, phonics skills, and word recognition.
    Objective 16: Demonstrates knowledge of the alphabet.

Trimester 1
    Heggerty Phonological Awareness Kindergarten Baseline Assessment
    Fountas & Pinnell Benchmark Assessment System Reading Records

Trimesters 2 & 3
    iReady Reading Diagnostic Assessment
    Fountas & Pinnell Benchmark Assessment System Reading Records

1st Grade
> i-Ready Reading Diagnostic Assessment -
> Fountas & Pinnell Benchmark Assessment System Reading Records
>
> Any student scoring below benchmark will be assessed using
>> Heggerty Phonological Awareness and Kindergarten High Frequency Words

2nd - 4th Grades
> i-Ready Reading Diagnostic Assessment -
> Any student scoring below benchmark will be assessed using
>> Fountas & Pinnell Benchmark Assessment System Reading Records
>> Additional assessments may be given as needed, to include:
>>> Heggerty Phonological Awareness Intervention Screener or Fountas & Pinnell Benchmark Assess System
>>> Phonics/Word Analysis

b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

The rank order is based upon data that is reviewed and analyzed at Tier II Meetings. At those meetings each grade level team analyzes the assessment data and determines how to rank order all students within the grade level.

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

In an effort to strengthen the academic program at Union Ridge, data team meetings happen throughout the year to study how learners are responding to both core and supplemental instruction, how instructional strategies and routines are supporting learners, and the level of engagement amongst learners. This will happen in Tier I meetings, which take place three times per year and look at Core Instruction; and Tier II Meetings, which takes place every 8-10 weeks, in which we examine Tier II intervention/supplemental instruction and how learners are responding.

The goal of the Tier I Meetings is to look at district screening data (i-Ready Diagnostic) to determine the health of the core--the goal being to have 80% or more of students at benchmark. For those not at benchmark, the team will analyze data (including F&P Reading Record data) to further identify who needs a Tier II intervention, and to plan for delivering/monitoring that intervention.

The goal of the Tier II Meetings is to review progress monitoring data to identify who is responding to the intervention and what changes (if any) need to be made to best meet the needs of the learners receiving the intervention to move more students to benchmark.

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?

   Teachers work collaboratively during PLC and Tier 1 data meetings to analyze data and create groups for WIN (What I Need). Teachers knowing where every student is academically and socially allow for intentional planning and as a result reduces the disparity gap.

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)?

   Teachers recently were trained in Second Steps and Restorative Practices. They will continue to receive training in these areas to meet the social and emotional needs of their students. Teachers will be trained on how to use Fountas and Pinnell's leveled readers in their differentiated small group rotations.

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?

   PBIS has been fully implemented at Union Ridge. Teachers are teaching common expectations and recognizing students when they are doing the right thing. Students who need additional time and support are identified through SWIS as teachers write minor or major referrals. Once a student is identified they are invited to participate in a Tier 2 intervention such as Check-In-Check out or small groups with the counselor.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

   a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Fountas and Pinnell Levelled Literacy Training

Fountas and Pinnell Benchmark Assessment Training

Data analysis training

Homeroom data training

    b. How will the professional development activities benefit the students receiving targeted assistance services?

All professional development is directly related to the MTSS process. As certificated teachers increase their ability to interpret assessment data and provide targeted Tier 1 interventions in the classroom, students receiving targeted assistance services will benefit from targeted learning opportunities.

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 multi-tiered system of supports was implemented last year in order to begin strategically focusing on the needs of students. It went well the first year and led to teachers wanting SEL to be included the school wide intervention (WIN). This year we will continue to use data to determine math, reading and/or Social and Emotional interventions students need during WIN time.

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

   Our school identified areas of strength and improvement through iReady, SBA, SWIS and progress monitoring data.

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

   We partner with our PTO and Ridgefield Family Resource Center really well. Our students also have access to mental health services through Family Solutions, Real Life, and building counselors. Working closer with our mental health providers is an area we can improve.

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)?

Our PTO partnership is very strong as is our partnership with RFRC. We will continue to build and further strengthen our mental health partners as this is a great area of need for our families.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

   a. How does your targeted assistance program coordinate with core and additional programs in the school?

   Title I/LAP services are integrated throughout MTSS. Title I/LAP specialists coordinate with classroom teachers to provide support for identified students. They participate in PLC meetings and are members of the MTSS Implementation Team. (Refer to Handbook for roles/responsibilities.)

   b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

   Students with Disabilities and ELL students are the only student group below threshold.

   c. How do you support transitions between grade-spans?

   Title I/LAP supports the Little Spudders program.

   d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

   All services are delivered during the "What I Need" block scheduled for each grade level. This time is set aside to ensure all students are receiving core instruction at other times during the day. All students fully participate in specialist classes (PE, Art, Music, Library)

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

   a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

   Opportunities for families to share their experience and give input with the principal will take place three times a year during a Question and Answer session.

   A parent survey will be sent out to gather feedback from parents.

   b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Increased attendance at school events and greater participation and feedback with the parent survey.

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 engaging and challenging K-4 Math curriculum, aligned to state standards, and differentiated as needed to ensure academic success for every student.**

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) Classroom teachers will use the iReady diagnostic and progress monitoring tools for Math.	Three times a year: Fall, winter and spring.	ALL	Chromebooks and iReady diagnostic	All students will make annual progress towards learning targets - One year's growth
2) 3-4 grade teachers will use Math interim assessments for SBA to predict and target student learning	Between September and November and Between December and March	Grades 3 and 4	Chromebooks and Interim SBA	All students will make annual progress towards learning targets - One year's growth
3) Grade level/school level data analysis of iReady data progress monitoring tools to place students into tiers of intervention (three times a year)	Three times a year fall, winter and spring	All Grade Levels	Heggerty, easy CBM, Fountas & Pinnell, and Ready Classroom Mathematics	All students will make annual progress towards learning targets - One year's growth

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)	**Deliver an engaging and challenging K-4 ELA curriculum, aligned to state standards, and differentiated as needed to ensure academic success for every student**.

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) Professional development: small group instruction LLI	September 2019	All teachers and Deb Ortner	LLI	All students will make annual progress towards learning targets - One year's growth
2) 3-4 grade teachers will use ELA interim assessments for SBA to predict and target student learning	Between September and November and Between December and March	Grades 3 and 4	Chromebooks and Interim SBA	All students will make annual progress towards learning targets - One year's growth
3) Reading intervention through WIN	Three sessions per school year	All teachers, Gaub, Heim, and Garrison	Heggerty, easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI	Multiple programs and resources will be available for personalized learning opportunities (Ready Math online lessons, Workshop small groups, Imagine Learning for ELLs, etc.) Students who are more than one year behind will make more than a year's growth, closing the learning gap

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	**Implementation of fourth year of Positive Behavior Intervention Systems (PBIS)**

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) Implementation of Connection Center	2019-2020 School year	Vance and Hunzeker		Reduce discipline disparity between student subgroups
2) Restorative Practices Training for all cert staff	August 2019	Vance	Teaching Restorative Practices With Classroom Circles Handbook By San Francisco Unified School District	The percentage of minor and major referrals will be reduced at Union Ridge by the end of the school year.

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)	**Safety drills and teaching students common expectations**

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.

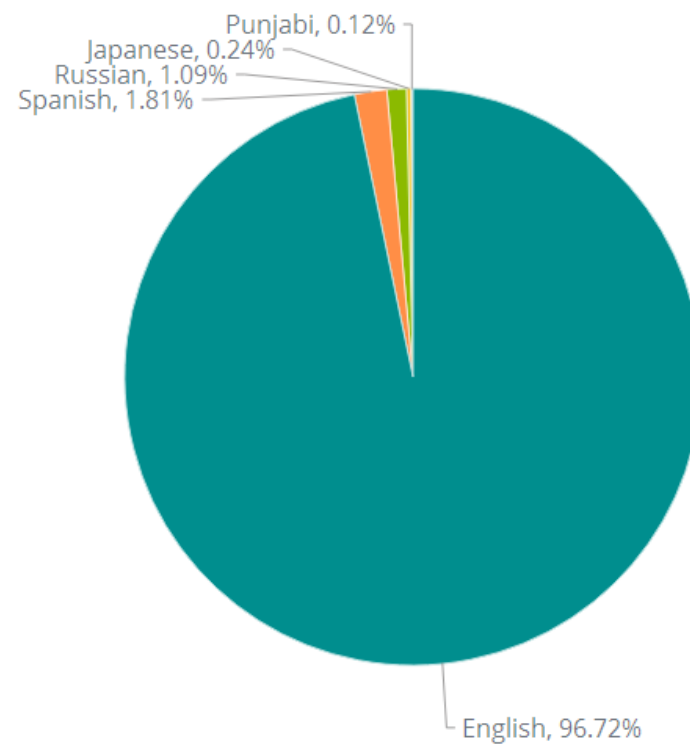| Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Monthly safety drills	Monthly starting September 2019-June 2020	Heim	Safety folder for each each teacher	Reduce the time to exit the building and account for all students
2) PBIS Expectations Fair	September 2019, January 2020, and April 2020	Counselors	Common Expectations Posters	Increase percentage of parents who feel their child is safe at school as reflected in the parent survey. The percentage of minor and major referrals will be reduced at Union Ridge by the end of the school year.

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	In an effort to connect with parents to provide information regarding our LAP/Title/ELL supports and further develop the home/school partnership, the principal and LAP/Title/ELL interventionist will host Q and A sessions three times a year.

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.

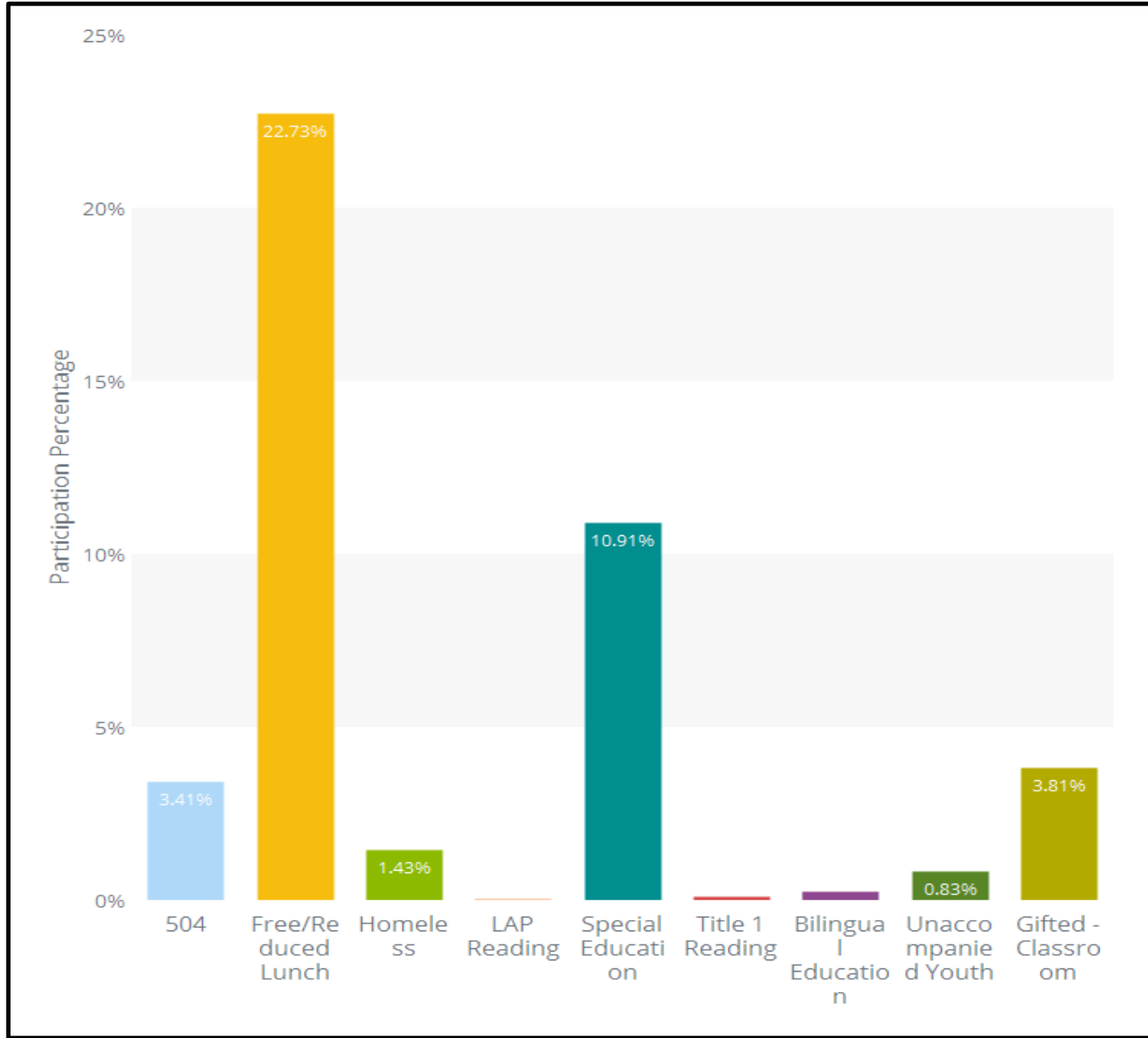| Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
1) Question and Answer with the Principal	October, January, March	Gaub		Increase family attendance
2) Watch Dogs	September 2019-June 2020	Heim		Increase in Watch Dogs participation.

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)	Communicate with staff and stakeholders in a timely manner utilizing a variety of tools that promote two-way communication.

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) Social media updates for live feed website	At least twice monthly	Heim	Photos and info from teachers	Increase the number of students, staff, and community celebrations of success.
2) Create a Union Ridge Facebook/Instagram account	By December 2019	Gaub	Social Media	Increase the number of students, staff, and community celebrations of success.

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	Introduce academic Multi Tiered Systems of Support (MTSS) - Differentiation

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) Provide intervention in math, reading and SEL through WIN	Begins October	Cert Staff		The state's annual equity gap report will show a narrowing of (academic) disparity.
2) Grade level/school level data analysis of iReady data to place students into tiers of intervention (three times a year)	Three times a year fall, winter and spring	Gaub and Heim		Increase in the number of students meeting benchmark standards specifically with our ELL and special education population

2015/16 10.51% 4.35% 83.67%

2016/17 9.67% 5.67% 83.31%

2017/18 10.18% 6.79% 81.79%

2018/19 10.06% 6.54% 81.45%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percentages

- American Indian/Native Alaskan
- Asian
- Black/African American
- Hispanic
- Native Hawaiian/Other Pacific Islander
- Two or more races
- White

Distribution of Language, of Students at
Union Ridge Elementary in 2018/19

Punjabi, 0.12%
Japanese, 0.24%
Russian, 1.09%
Spanish, 1.81%

English, 96.72%

Union Ridge Elementary
2016-2018
Overall Framework Score by Student Group

	Score
All Students	6.6
American Indian/Alaskan Native	
Asian	
Black/African American	
Hispanic/Latino of any race(s)	7.5
Native Hawaiian/Other Pacific Island..	
Two or More Races	5.9
White	7.0
English Language Learners	5.3
Students with Disabilities	1.3
Low Income	5.0

ID Threshold

Missing Data? Click here to find out why ✱

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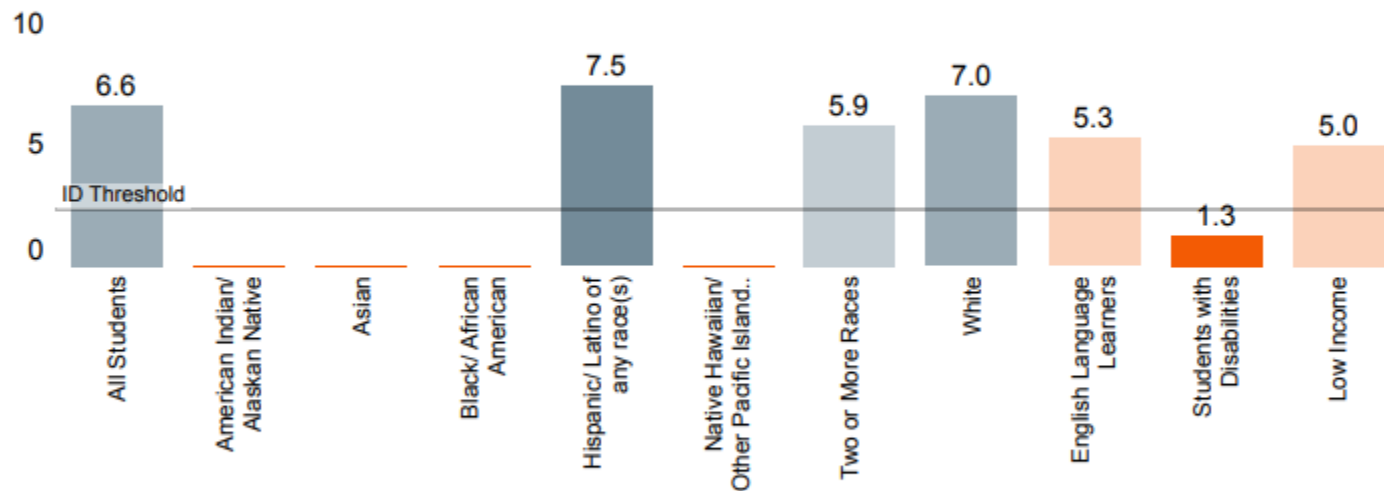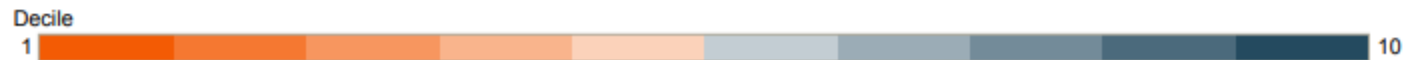
Union Ridge Elementary
2016-2018
Measures by Student Group

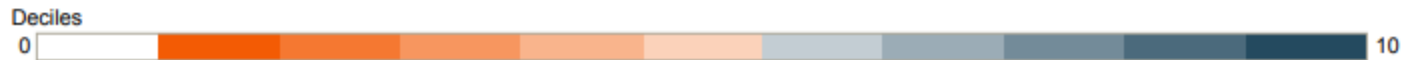|	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	66.3%				66.4%		71.2%	66.3%	52.5%	22.6%	18.6%
Math Proficiency Rate	60.5%				52.4%		56.7%	62.0%	43.8%	27.3%	17.4%
ELA Median SGP	50.5				58		44.5	51	50	58	38
Math Median SGP	51				52.5		50.5	51	47	51	36
Graduation Rate											
EL Progress Rate*	56.8%										
Regular Attendance Rate	89.8%				90.3%		87.3%	89.9%	86.6%	90.6%	80.8%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

*The EL Progress measure only applies to students who are English Learners

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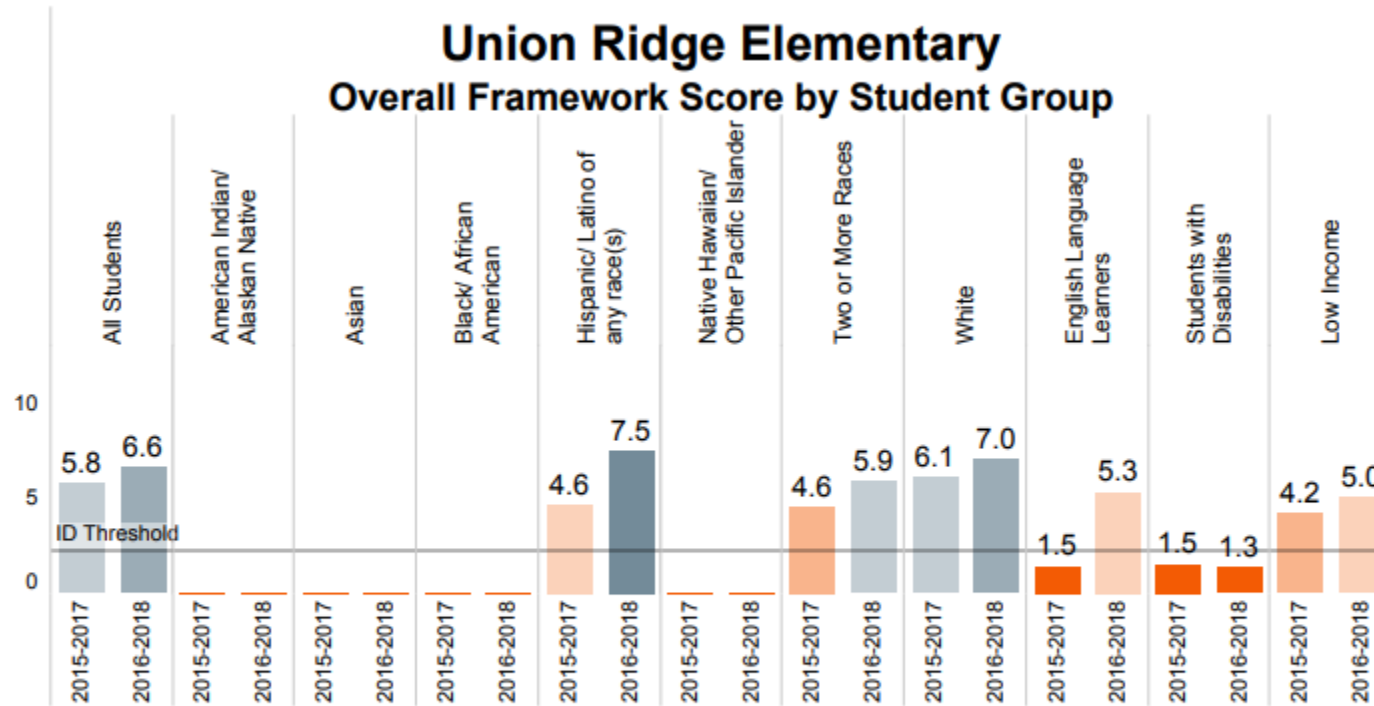0   10

Union Ridge Elementary
Decile Change from 2015-17 to 2015-18 WSIF

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
Final Score	0.8				2.8		1.3	1.0	0.8	3.8	-0.2
ELA Proficiency Rate	1				2		0	1	1	0	0
Math Proficiency Rate	0				1		1	1	0	1	0
ELA Median SGP	1				5		0	1	2	8	-1
Math Median SGP	2				3		4	1	0	5	0
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	0				1		0	0	1	1	1
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

Change
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Union Ridge Elementary
Overall Framework Score by Student Group

All Students

American Indian/ Alaskan Native

Asian

Black/ African American

Hispanic/ Latino of any race(s)

Native Hawaiian/ Other Pacific Islander

Two or More Races

White

English Language Learners

Students with Disabilities

Low Income

ID Threshold

	2015-2017	2016-2018
All Students	5.8	6.6
Hispanic/ Latino of any race(s)	4.6	7.5
Two or More Races	4.6	5.9
White	6.1	7.0
English Language Learners	1.5	5.3
Students with Disabilities	1.5	1.3
Low Income	4.2	5.0

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Missing Data? Click here to find out why   *

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STATE TEST SCORES - ELA										
Grade	3	4	5	6	7	8	9	10	11	12
Overall	73	75								
Male	69	72								
Female	71	80								
Low Income	48	70								
Special Education	19	46								
Hispanic/Latino	46	76								
American Indian	100	NA								
Asian	100	83								
Black/African American	100	0								
Native Hawaiian	NA	NA								
White	73	75								
Two or more races	92	87								

Union Ridge SBA Summative ELA
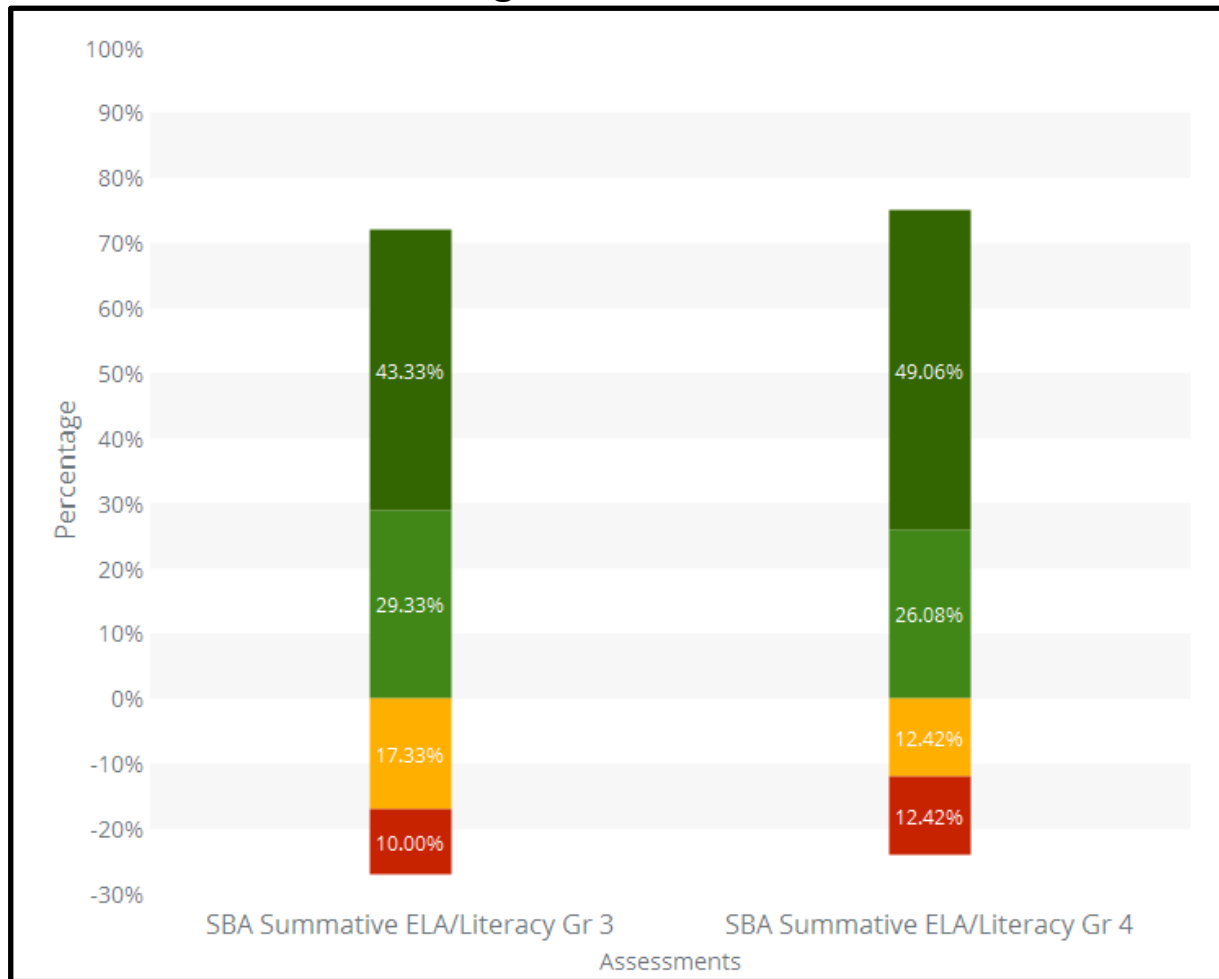
Ridgefield School District by Gender SBA Summative ELA

Level Percentages, of Students Students Grouped by Gender, mative Mathematics Gr 3, in 2018/19

Female: 33.95%, 34.86%, 0.00%, 20.18%, 11.01%
Male: 34.69%, 36.05%, 0.00%, 16.33%, 12.93%

Performance Level Percentages, of Students Students Grouped by Gender, on SBA Summative ELA/Literacy Gr 4, in 2018/19

Female: 53.28%, 26.23%, 0.00%, 12.30%, 8.20%
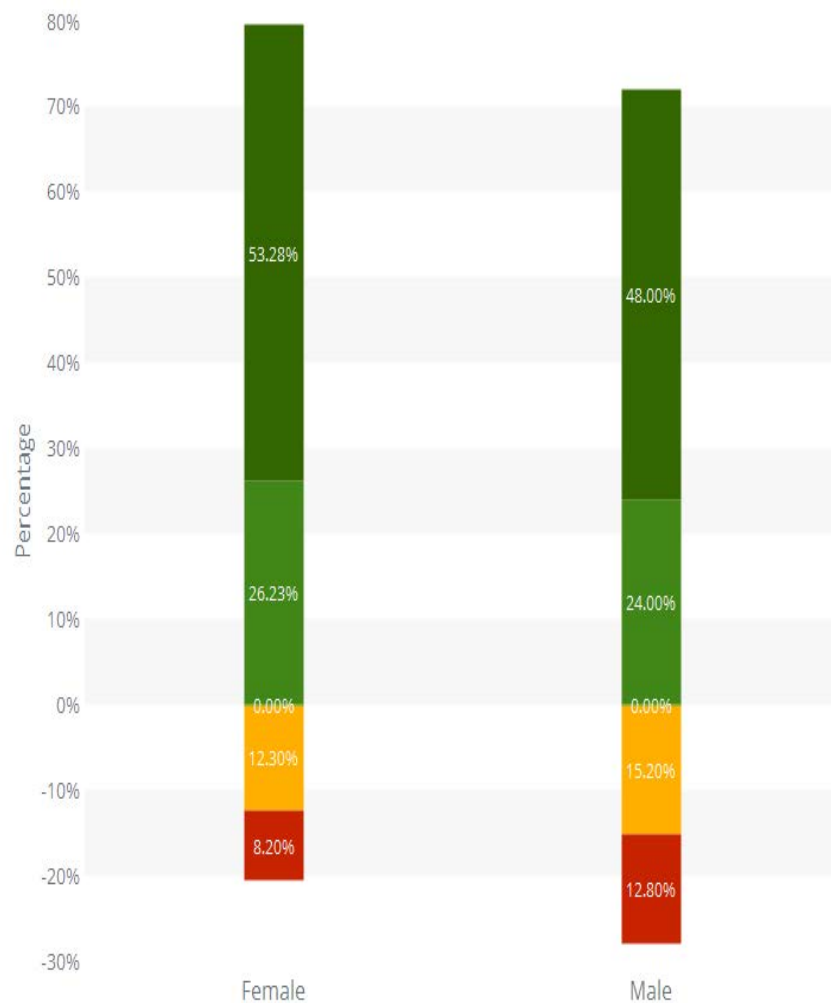Male: 48.00%, 24.00%, 0.00%, 15.20%, 12.80%
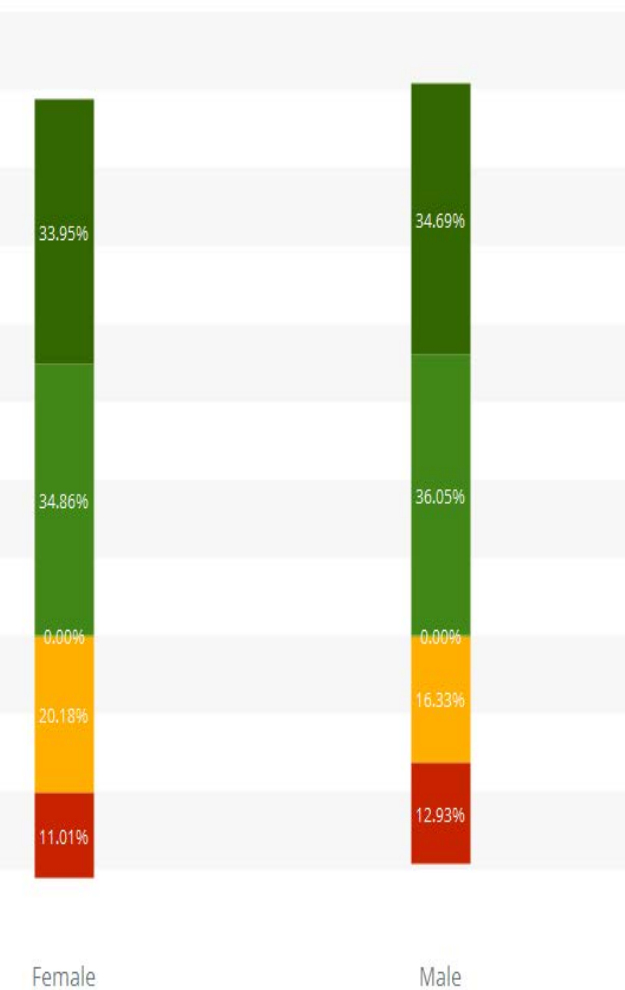
Ridgefield School District by Federal Race SBA Summative ELA

Performance Level Percentages, of Students Grouped by Federal Race, on SBA Summative ELA/Literacy Gr 3, in 2018/19

	African American	Hispanic	American Indian/Native Alaskan	Two or more races	Native Hawaiian/Other Pacific Islander	White
Green (top)		32.14	100.00	50.00		45.45
Light green		14.28		41.66		27.27
Red	0.00	0.00	0.00	0.00		0.00 / 11.11
		21.42		8.33		
Orange (bottom)		32.14				16.16

Performance Level Percentages, of Students Grouped by Federal Race, on SBA Summative ELA/Literacy Gr 4, in 2018/19

|	Asian	Black/African American	Hispanic	American Indian/Native Alaskan	Two or more races	Native Hawaiian/Other Pacific Islander	White
Green (top)	83.33	0.00	29.16		53.33		52.47
Light green			45.83		33.33		22.77
Red	0.00		0.00 / 16.66	0.00	0.00 / 6.66		0.00 / 10.39
Orange (bottom)	16.66	100.00	8.33		6.66		14.35

Union Ridge by Program SBA Summative ELA

Performance Level Percentages, of Students Grouped by Program, on SBA Summative ELA/Literacy Gr 3, in 2018/19
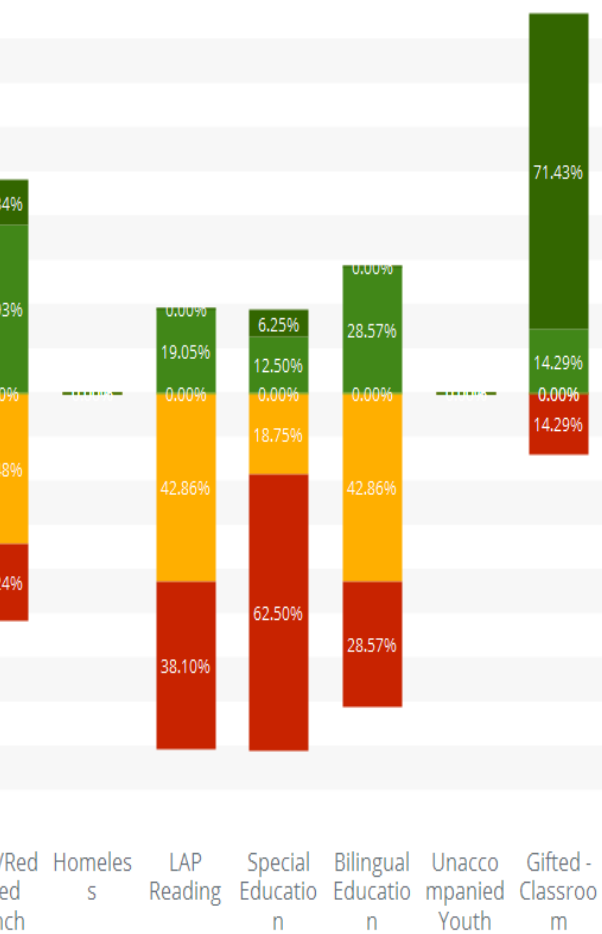
Performance Level Percentages, of Students Grouped by Program, on SBA Summative ELA/Literacy Gr 4, in 2018/19
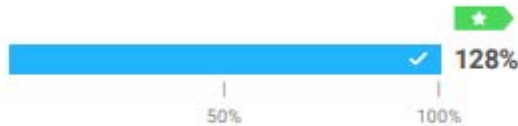
Diagnostic Growth

i-Ready
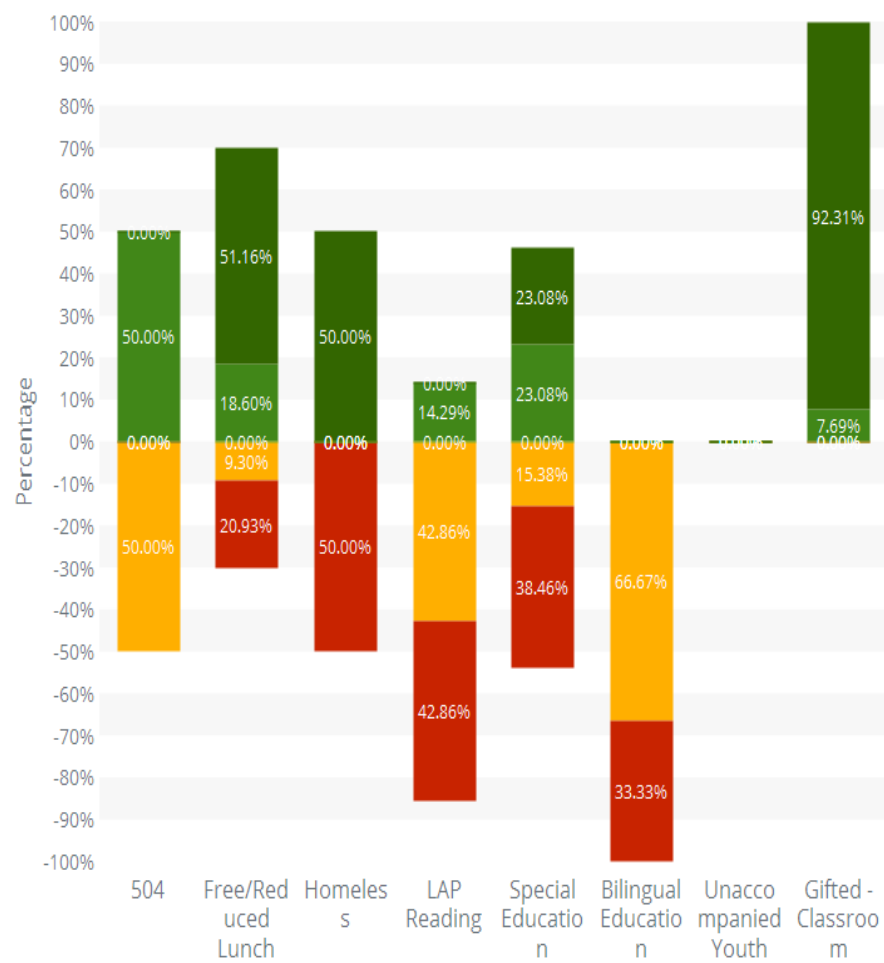
School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **782/796**

Progress to Annual Typical Growth (Median)

Learn more about growth ▷

⭐ **128%** ✓

50% 100%

The median percent progress towards Typical Growth for this school is 128%. Typical growth is the average annual growth for a student at their grade and placement level.
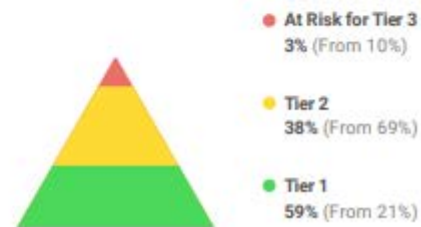
Distribution of Progress to Annual Typical Growth

%Students

9% (<=19) 5% (20-39) 5% (40-59) 9% (60-79) 9% (80-99) 63% (100+ Met)

% Progress

Distribution of Progress to Annual Stretch Growth

%Students

12% (<=19) 8% (20-39) 13% (40-59) 14% (60-79) 12% (80-99) 42% (100+ Met)

% Progress

Current Placement Distribution

🔴 **At Risk for Tier 3**
3% (From 10%)

🟡 **Tier 2**
38% (From 69%)

🟢 **Tier 1**
59% (From 21%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Grade	K
Comparison Diagnostic	Academic Year to Date

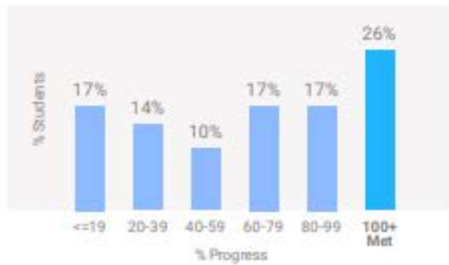Students Assessed/Total: **148/153**

Progress to Annual Typical Growth (Median)

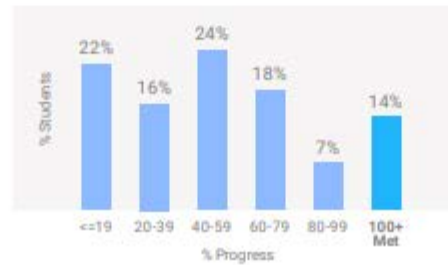Learn more about growth ▷

70%

50%   100%

The median percent progress towards Typical Growth for this school is 70%. Typical growth is the average annual growth for a student at their grade and placement level.
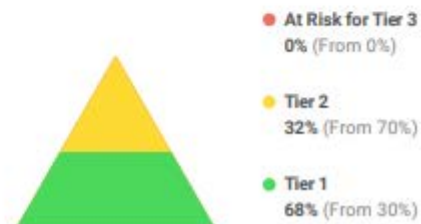
Distribution of Progress to Annual Typical Growth

% Students / % Progress

- <=19: 17%
- 20-39: 14%
- 40-59: 10%
- 60-79: 17%
- 80-99: 17%
- 100+ Met: 26%

Distribution of Progress to Annual Stretch Growth

% Students / % Progress

- <=19: 22%
- 20-39: 16%
- 40-59: 24%
- 60-79: 18%
- 80-99: 7%
- 100+ Met: 14%

Current Placement Distribution

- ● **At Risk for Tier 3**
  0% (From 0%)
- ● **Tier 2**
  32% (From 70%)
- ● **Tier 1**
  68% (From 30%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Grade	1
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **157/160**

Progress to Annual Typical Growth (Median)

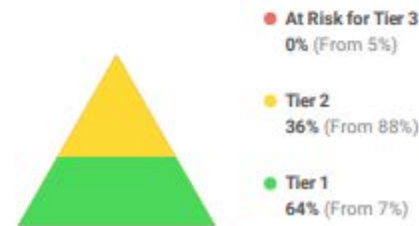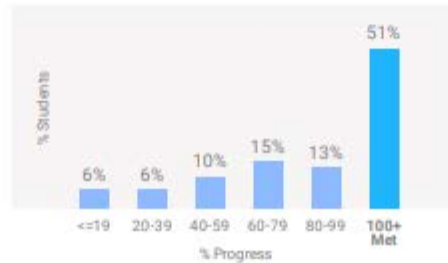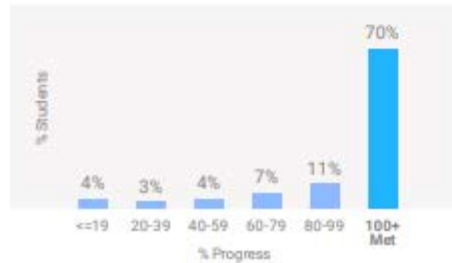Learn more about growth ▶

★ **135%**

50%   100%

The median percent progress towards Typical Growth for this school is 135%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual
Typical Growth

% Students

4%	3%	4%	7%	11%	70%
<=19	20-39	40-59	60-79	80-99	100+ Met

% Progress

Distribution of Progress to Annual
Stretch Growth

% Students

6%	6%	10%	15%	13%	51%
<=19	20-39	40-59	60-79	80-99	100+ Met

% Progress

Current Placement Distribution

● **At Risk for Tier 3**
0% (From 5%)

● **Tier 2**
36% (From 88%)

● **Tier 1**
64% (From 7%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Grade	2
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **165/168**

Progress to Annual Typical Growth (Median)

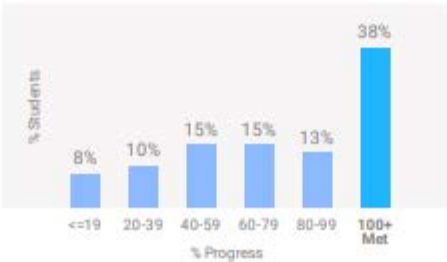Learn more about growth ▷

123%

50%   100%

> The median percent progress towards Typical Growth for this school is 123%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth

% Students

7% 4% 8% 13% 8% 60%

<=19 20-39 40-59 60-79 80-99 100+ Met

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

8% 10% 15% 15% 13% 38%

<=19 20-39 40-59 60-79 80-99 100+ Met

% Progress

Current Placement Distribution

● **At Risk for Tier 3**
4% (From 16%)

● **Tier 2**
48% (From 65%)

● **Tier 1**
48% (From 19%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Grade	3
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **152/153**

Progress to Annual Typical Growth (Median)

Learn more about growth ▷

157% ✓

50%   100%

The median percent progress towards Typical Growth for this school is 157%. Typical growth is the average annual growth for a student at their grade and placement level.
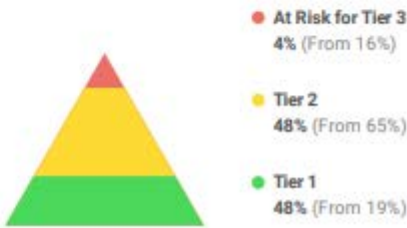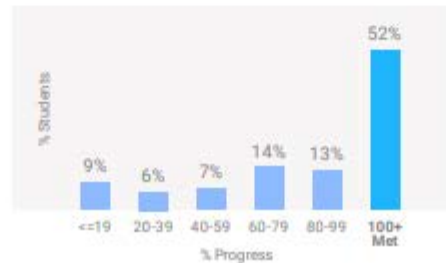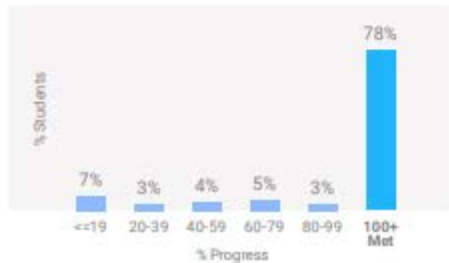
Distribution of Progress to Annual Typical Growth

% Students

<=19	20-39	40-59	60-79	80-99	100+ Met
7%	3%	4%	5%	3%	78%

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

<=19	20-39	40-59	60-79	80-99	100+ Met
9%	6%	7%	14%	13%	52%

% Progress

Current Placement Distribution

● **At Risk for Tier 3**
7% (From 19%)

● **Tier 2**
36% (From 57%)

● **Tier 1**
57% (From 24%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Reading
Grade	4
Comparison Diagnostic	Academic Year to Date

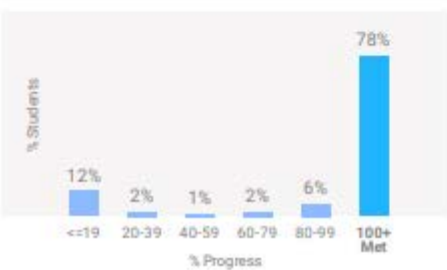Students Assessed/Total: **160/162**

Progress to Annual Typical Growth (Median)

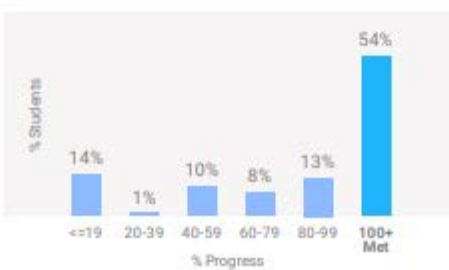Learn more about growth ▷

184%

50%   100%
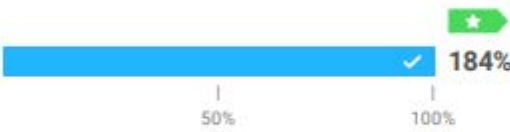
The median percent progress towards Typical Growth for this school is 184%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth

<=19	20-39	40-59	60-79	80-99	100+ Met
12%	2%	1%	2%	6%	78%

% Progress

Distribution of Progress to Annual Stretch Growth

<=19	20-39	40-59	60-79	80-99	100+ Met
14%	1%	10%	8%	13%	54%

% Progress

Current Placement Distribution

- ● **At Risk for Tier 3**
  3% (From 9%)
- ● **Tier 2**
  38% (From 66%)
- ● **Tier 1**
  59% (From 25%)

STATE TEST SCORES - MATH

Grade	3	4	5	6	7	8	9	10	11	12
Overall	73	58								
Male	71	69								
Female	69	64								
Low Income	48	37								
Special Education	25	38								
Hispanic/Latino	46	48								
American Indian	NA	100								
Asian	83	100								
Black/African American	100	50								
Native Hawaiian	NA	NA								
White	70	72								
Two or more races	53	79								

Union Ridge SBA Summative Mathematics

SBA Summative Mathematics Gr 3

- 34.22%
- 38.92%
- 18.12%
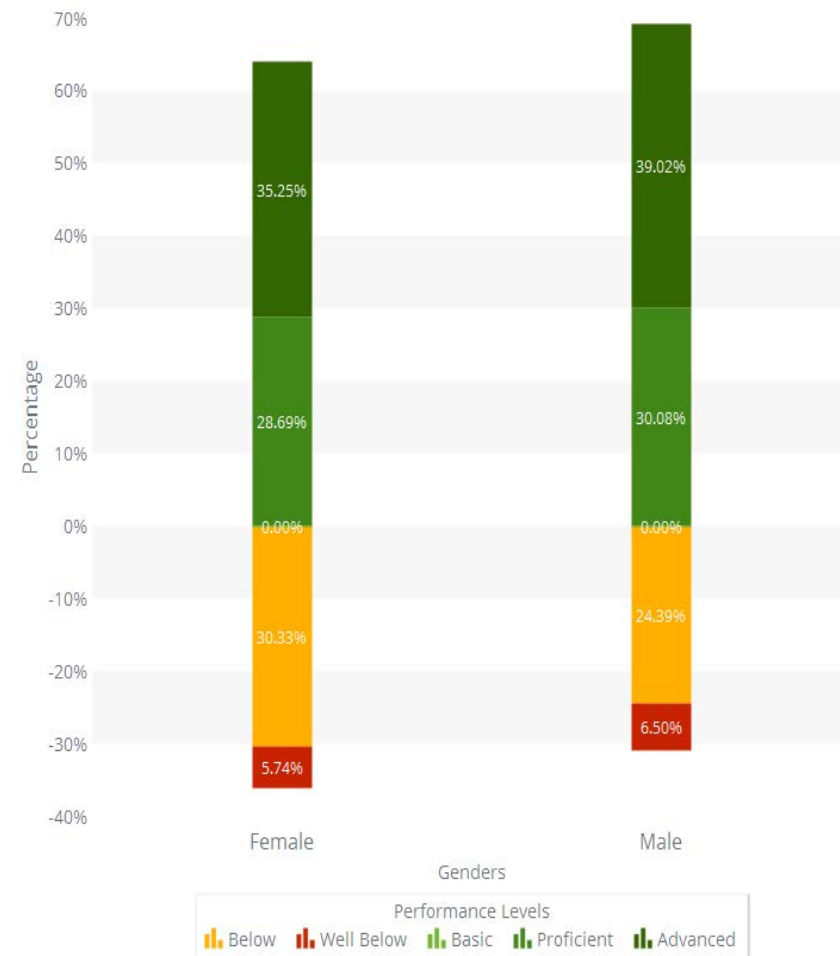- 8.72%

SBA Summative Mathematics Gr 4

- 31.25%
- 26.87%
- 34.37%
- 7.50%

Ridgefield School District by Gender SBA Summative Mathematics

Level Percentages, of Students Students Grouped by Gender,
mative Mathematics Gr 3, in 2018/19

Female	Male
33.95%	34.69%
34.86%	36.05%
0.00%	0.00%
20.18%	16.33%
11.01%	12.93%

Genders

Performance Levels
Below | Well Below | Basic | Proficient | Advanced

Performance Level Percentages, of Students Students Grouped by Gender,
on SBA Summative Mathematics Gr 4, in 2018/19

Female	Male
35.25%	39.02%
28.69%	30.08%
0.00%	0.00%
30.33%	24.39%
5.74%	6.50%

Percentage — Genders

Performance Levels
Below | Well Below | Basic | Proficient | Advanced

ce Level Percentages, of Students Grouped by Federal Race,
mmative Mathematics Gr 4, in 2018/19

Performance Level Percentages, of Students Grouped by Federal Race,
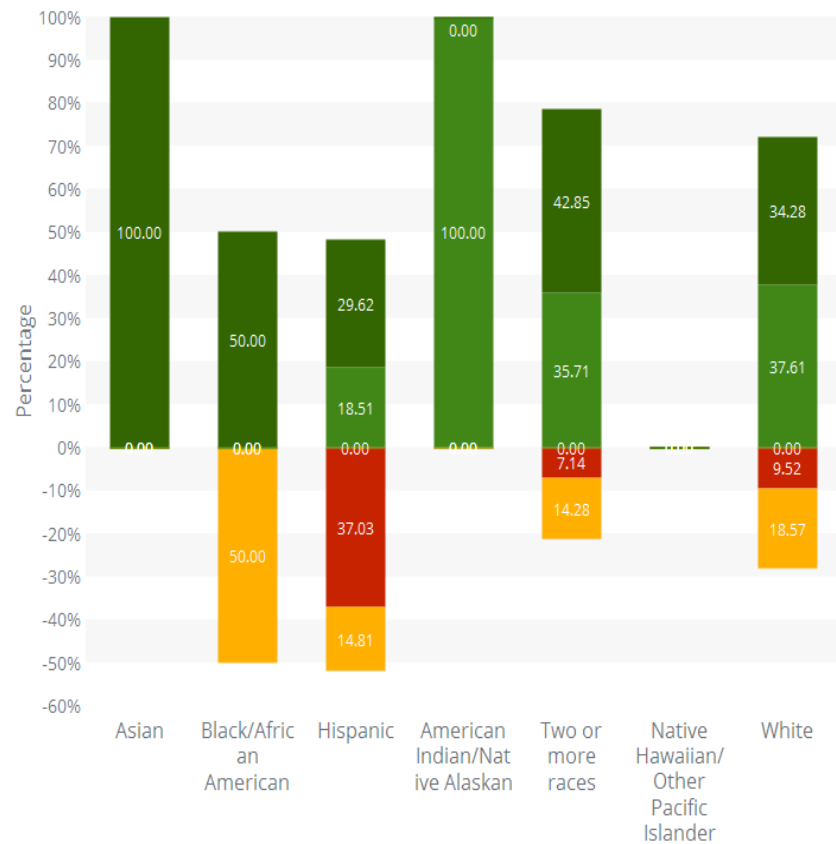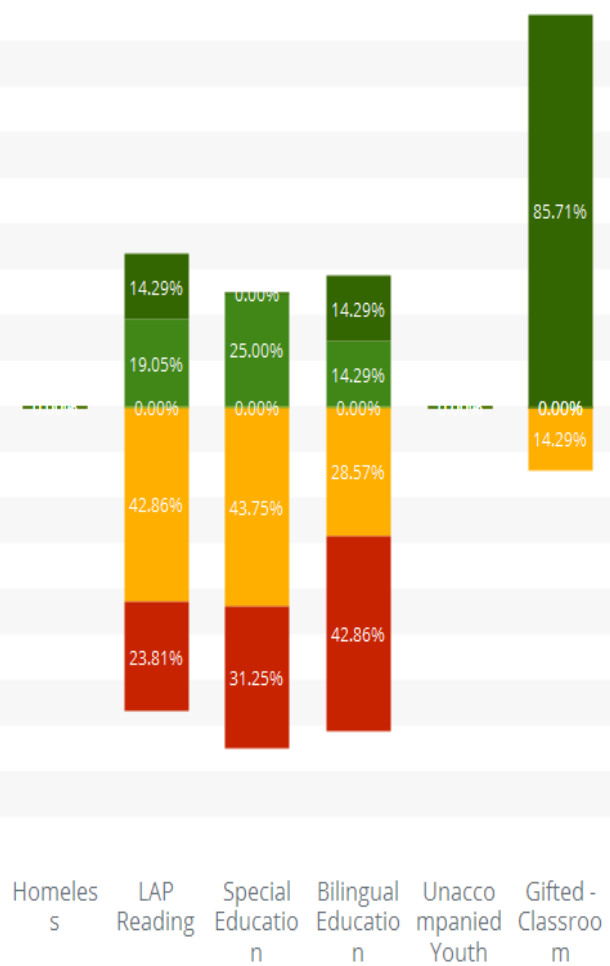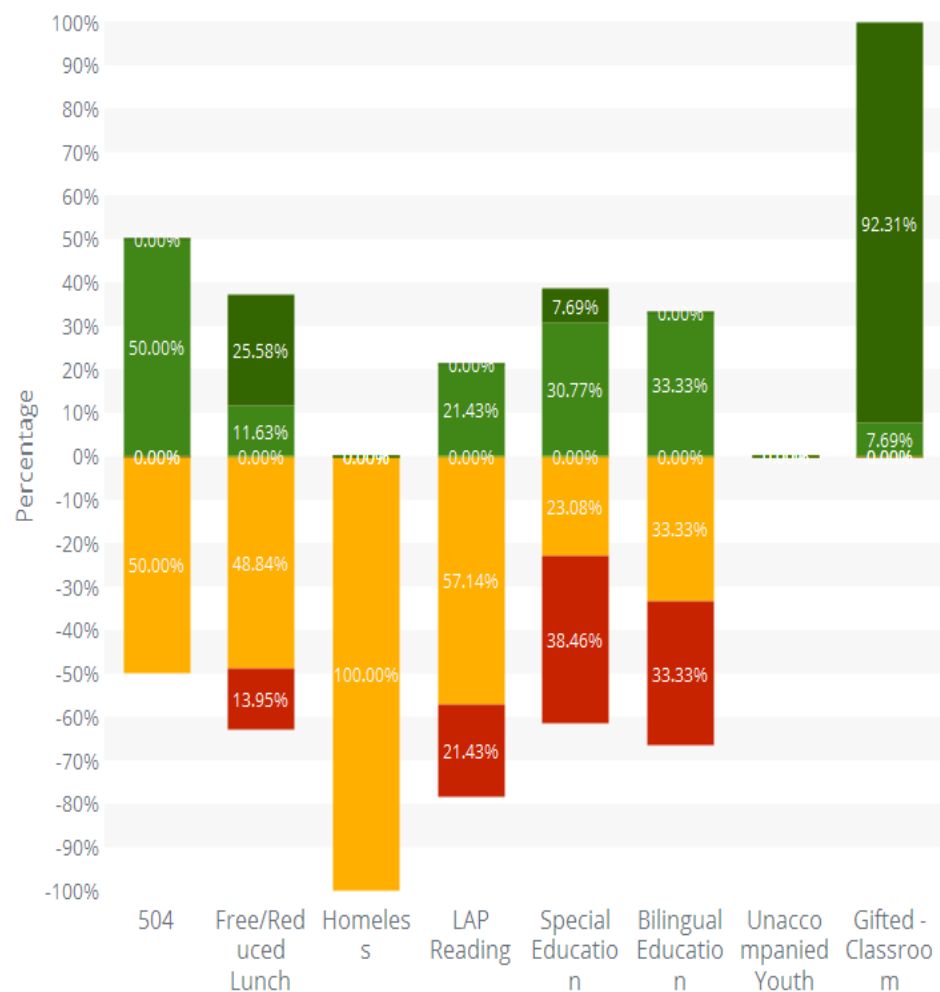on SBA Summative Mathematics Gr 3, in 2018/19

Union Ridge by Program SBA Summative Mathematics

Performance Level Percentages, of Students Grouped by Program, on [SBA Summativ]e Mathematics Gr 3, in 2018/19

	Homeless	LAP Reading	Special Education	Bilingual Education	Unaccompanied Youth	Gifted - Classroom
Green (top)		14.29%	0.00%	14.29%		85.71%
		19.05%	25.00%	14.29%		
Yellow		0.00%	0.00%	0.00%		0.00%
		42.86%	43.75%	28.57%		14.29%
Red		23.81%	31.25%	42.86%		

Performance Level Percentages, of Students Grouped by Program, on SBA Summative Mathematics Gr 4, in 2018/19

	504	Free/Reduced Lunch	Homeless	LAP Reading	Special Education	Bilingual Education	Unaccompanied Youth	Gifted - Classroom
Green	0.00% / 50.00%	25.58% / 11.63%		0.00% / 21.43%	7.69% / 30.77%	0.00% / 33.33%		92.31% / 7.69%
Yellow	0.00% / 50.00%	0.00% / 48.84%	0.00% / 100.00%	0.00% / 57.14%	23.08%	0.00% / 33.33%		0.00%
Red		13.95%		21.43%	38.46%	33.33%		

Diagnostic Growth

i-Ready

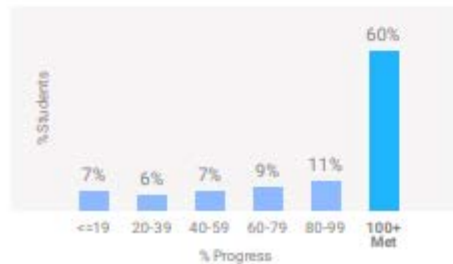|	
School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **776/796**

Progress to Annual Typical Growth (Median)

Learn more about growth ▶

115%

50%   100%

The median percent progress towards Typical Growth for this school is 115%. Typical growth is the average annual growth for a student at their grade and placement level.
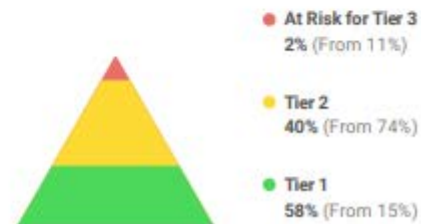
Distribution of Progress to Annual Typical Growth

%Students

7% 6% 7% 9% 11% 60%
<=19 20-39 40-59 60-79 80-99 100+ Met
% Progress

Distribution of Progress to Annual Stretch Growth

%Students

9% 10% 13% 17% 16% 35%
<=19 20-39 40-59 60-79 80-99 100+ Met
% Progress

Current Placement Distribution

● **At Risk for Tier 3**
2% (From 11%)

● **Tier 2**
40% (From 74%)

● **Tier 1**
58% (From 15%)

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	69%	31%	49%	12%	52%	141/153
Grade 1	128%	65%	97%	48%	74%	157/160
Grade 2	123%	71%	89%	38%	73%	165/168
Grade 3	127%	71%	91%	43%	83%	152/153
Grade 4	122%	60%	83%	34%	78%	161/162

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Grade	K
Comparison Diagnostic	Academic Year to Date

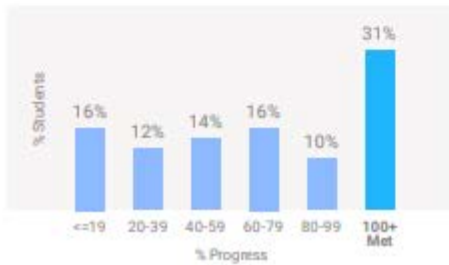Students Assessed/Total: **141/153**

Progress to Annual Typical Growth (Median)

Learn more about growth ▷
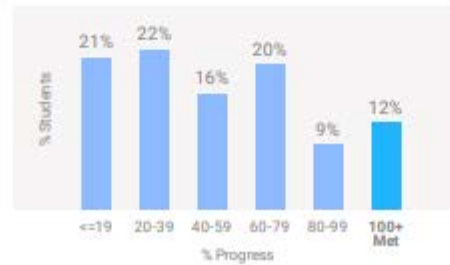
69%

50%   100%

The median percent progress towards Typical Growth for this school is 69%. Typical growth is the average annual growth for a student at their grade and placement level.
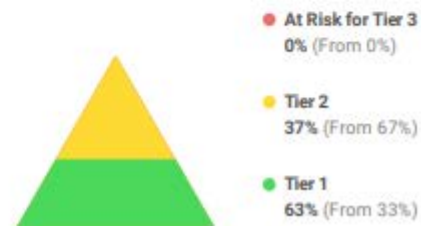
Distribution of Progress to Annual Typical Growth

% Students

16% 12% 14% 16% 10% 31%

<=19 20-39 40-59 60-79 80-99 100+ Met

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

21% 22% 16% 20% 9% 12%

<=19 20-39 40-59 60-79 80-99 100+ Met

% Progress

Current Placement Distribution

● **At Risk for Tier 3**
0% (From 0%)

● **Tier 2**
37% (From 67%)

● **Tier 1**
63% (From 33%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Grade	1
Comparison Diagnostic	Academic Year to Date

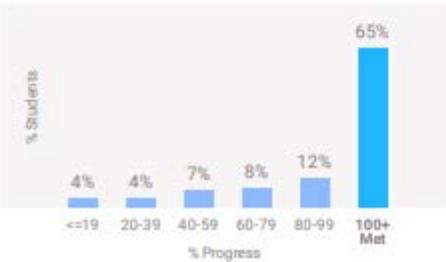Students Assessed/Total: **157/160**

Progress to Annual Typical Growth (Median)

Learn more about growth ▶
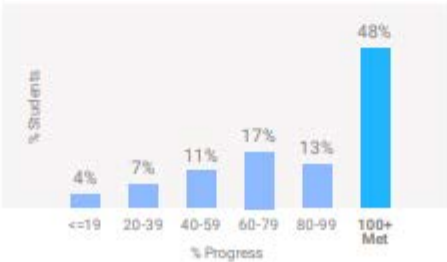
128%

50%   100%

The median percent progress towards Typical Growth for this school is 128%. Typical growth is the average annual growth for a student at their grade and placement level.
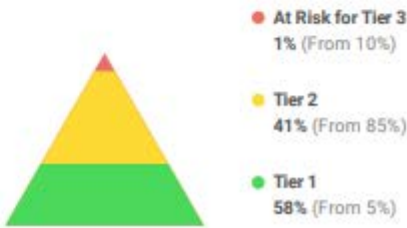
Distribution of Progress to Annual Typical Growth

% Students

<=19	20-39	40-59	60-79	80-99	100+ Met
4%	4%	7%	8%	12%	65%

% Progress

Distribution of Progress to Annual Stretch Growth

% Students

<=19	20-39	40-59	60-79	80-99	100+ Met
4%	7%	11%	17%	13%	48%

% Progress

Current Placement Distribution

- 🔴 **At Risk for Tier 3**
  1% (From 10%)
- 🟡 **Tier 2**
  41% (From 85%)
- 🟢 **Tier 1**
  58% (From 5%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Grade	2
Comparison Diagnostic	Academic Year to Date

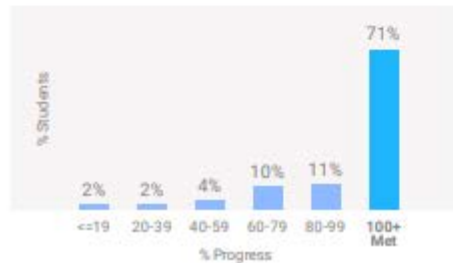Students Assessed/Total: **165/168**

Progress to Annual Typical Growth (Median)

Learn more about growth ▶
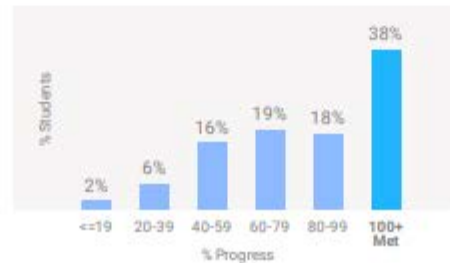
123%

50%   100%

The median percent progress towards Typical Growth for this school is 123%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth

% Students / % Progress

- <=19: 2%
- 20-39: 2%
- 40-59: 4%
- 60-79: 10%
- 80-99: 11%
- 100+ Met: 71%

Distribution of Progress to Annual Stretch Growth

% Students / % Progress

- <=19: 2%
- 20-39: 6%
- 40-59: 16%
- 60-79: 19%
- 80-99: 18%
- 100+ Met: 38%

Current Placement Distribution

- ● **At Risk for Tier 3** 2% (From 15%)
- ● **Tier 2** 42% (From 73%)
- ● **Tier 1** 56% (From 12%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Grade	3
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **152/153**

Progress to Annual Typical Growth (Median)

Learn more about growth ▶
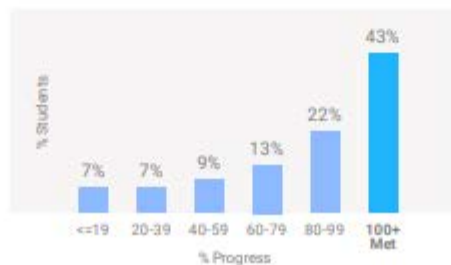
127%

50%   100%

The median percent progress towards Typical Growth for this school is 127%. Typical growth is the average annual growth for a student at their grade and placement level.
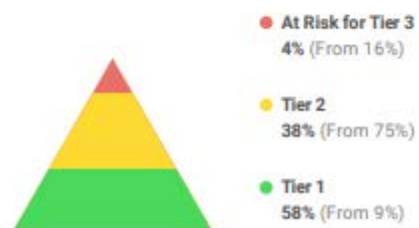
Distribution of Progress to Annual Typical Growth

% Students

% Progress	
<=19	5%
20-39	6%
40-59	5%
60-79	5%
80-99	9%
100+ Met	71%

Distribution of Progress to Annual Stretch Growth

% Students

% Progress	
<=19	7%
20-39	7%
40-59	9%
60-79	13%
80-99	22%
100+ Met	43%

Current Placement Distribution

- ● **At Risk for Tier 3**
  4% (From 16%)
- ● **Tier 2**
  38% (From 75%)
- ● **Tier 1**
  58% (From 9%)

Diagnostic Growth

i-Ready

School	UNION RIDGE ELEMENTARY SCHOOL
Subject	Math
Grade	4
Comparison Diagnostic	Academic Year to Date

Students Assessed/Total: **161/162**

Progress to Annual Typical Growth (Median)

Learn more about growth ▶
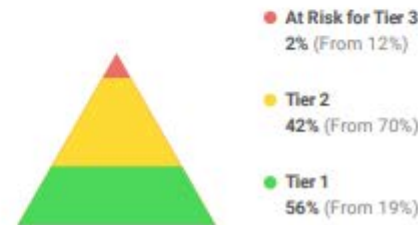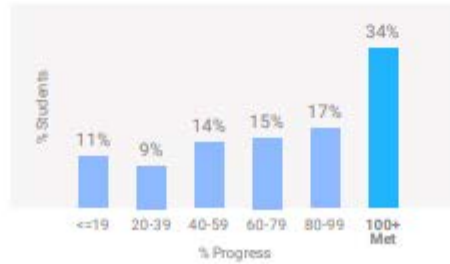
122%

50%   100%

The median percent progress towards Typical Growth for this school is 122%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth

% Students / % Progress

- <=19: 9%
- 20-39: 5%
- 40-59: 5%
- 60-79: 9%
- 80-99: 12%
- 100+ Met: 60%

Distribution of Progress to Annual Stretch Growth

% Students / % Progress

- <=19: 11%
- 20-39: 9%
- 40-59: 14%
- 60-79: 15%
- 80-99: 17%
- 100+ Met: 34%

Current Placement Distribution

- ● At Risk for Tier 3
  2% (From 12%)
- ● Tier 2
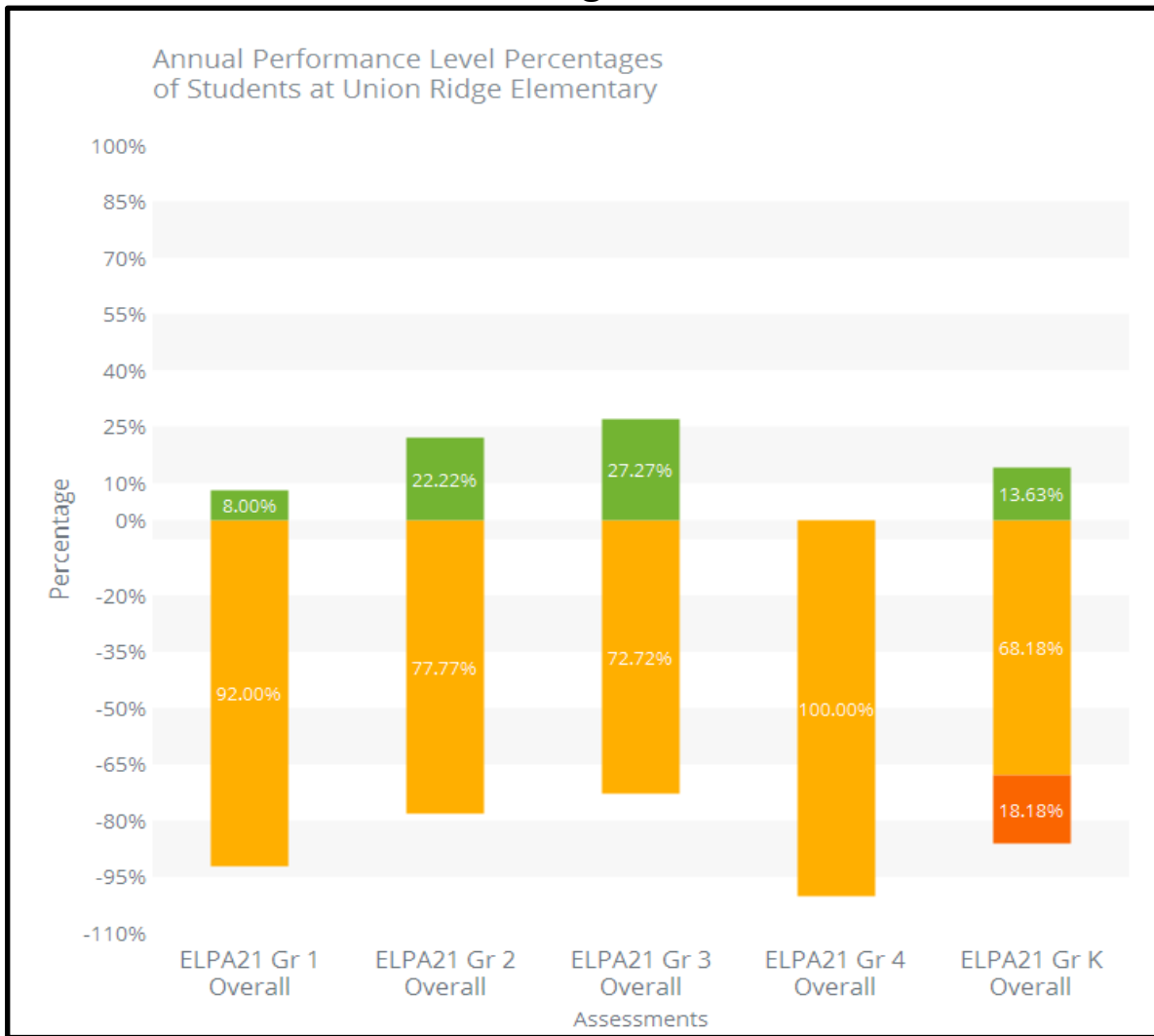 **42%** (From 70%)
- ● Tier 1
  56% (From 19%)

SCHOOL DISCIPLINE DATA (SWIS MAJORS ONLY; number of students who had a major by grade and race/ethnicity)													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12

Office referrals															
Male															
Female															
Low Income															
ELL															
Special Education															
Section 504															
Hispanic/Latino	0	0	0	2	0										
American Indian	0	1	0	1	0										
Asian	0	1	0	0	0										
Black/African American	0	0	0	0	0										
Native Hawaiian	0	1	0	0	0										
White	20	14	18	11	18										
Two or more races	0	1	0	1	0										

Union Ridge ELPA21

Annual Performance Level Percentages
of Students at Union Ridge Elementary

Percentage

8.00%	22.22%	27.27%		13.63%
92.00%	77.77%	72.72%	100.00%	68.18%
				18.18%

ELPA21 Gr 1 Overall | ELPA21 Gr 2 Overall | ELPA21 Gr 3 Overall | ELPA21 Gr 4 Overall | ELPA21 Gr K Overall

Assessments

Union Ridge Elementary School
Ridgefield, Washington

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Union Ridge Elementary School
11/5/2018 - 6/10/2019

Legend: ■ 11/5/2018   ■ 6/10/2019
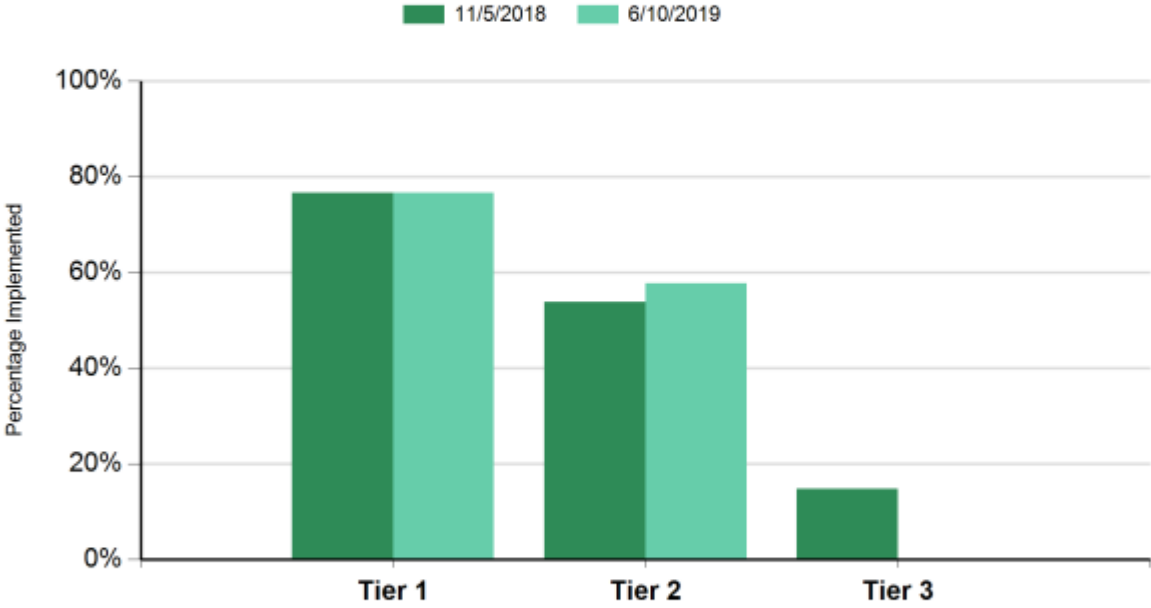
Date Completed	Tier 1	Tier 2	Tier 3
11/5/2018	77%	54%	15%
6/10/2019	77%	58%	0%

Triangle Data Report
2018-19
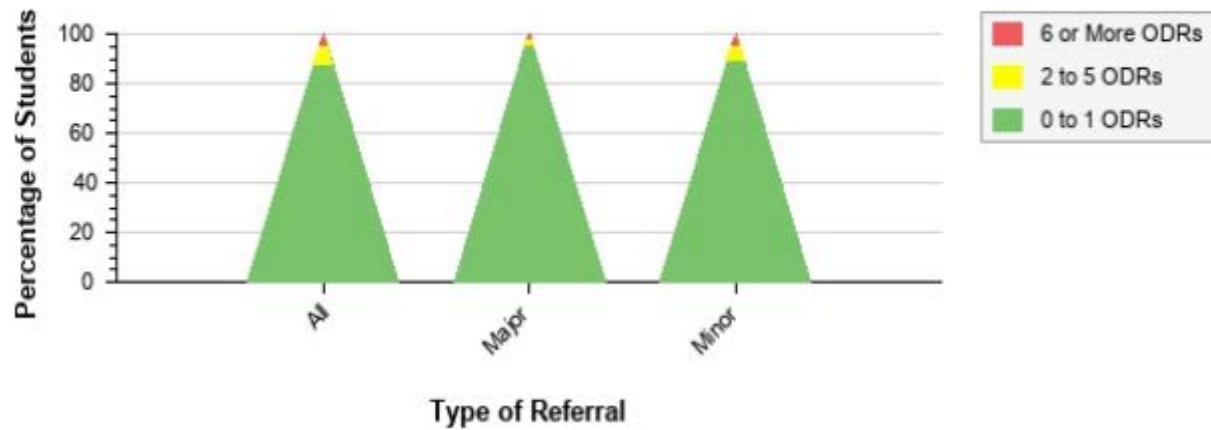
Triangle Data Report

Students With (n) Referrals

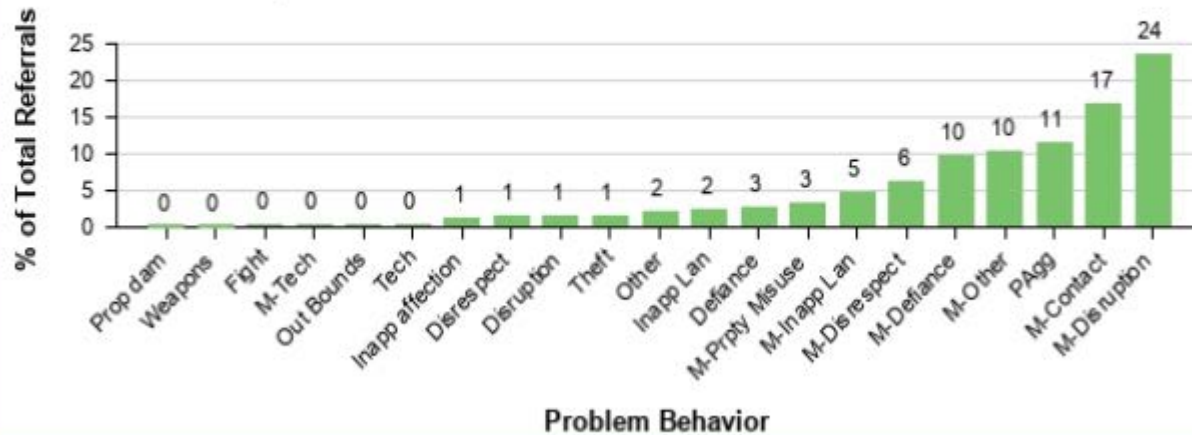|		0	1	0 or 1	2-5	6+	Total
All	**#**	605	90	695	59	31	785
All	**%**	77.07%	11.46%	88.54%	7.52%	3.95%	100.00%
Major	**#**	702	54	756	20	9	785
Major	**%**	89.43%	6.88%	96.31%	2.55%	1.15%	100.00%
Minor	**#**	632	81	713	47	25	785
Minor	**%**	80.51%	10.32%	90.83%	5.99%	3.18%	100.00%

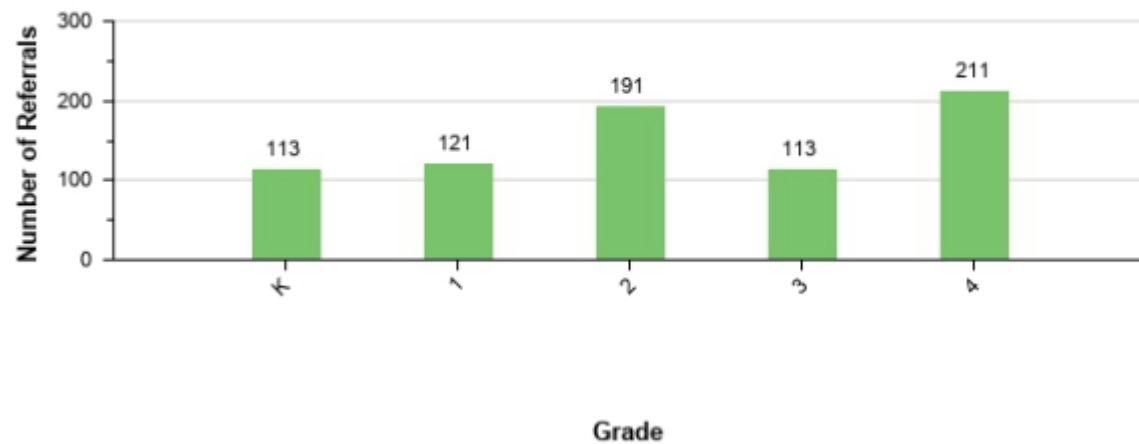## Referrals Per 100 Students Per Year
All Referrals
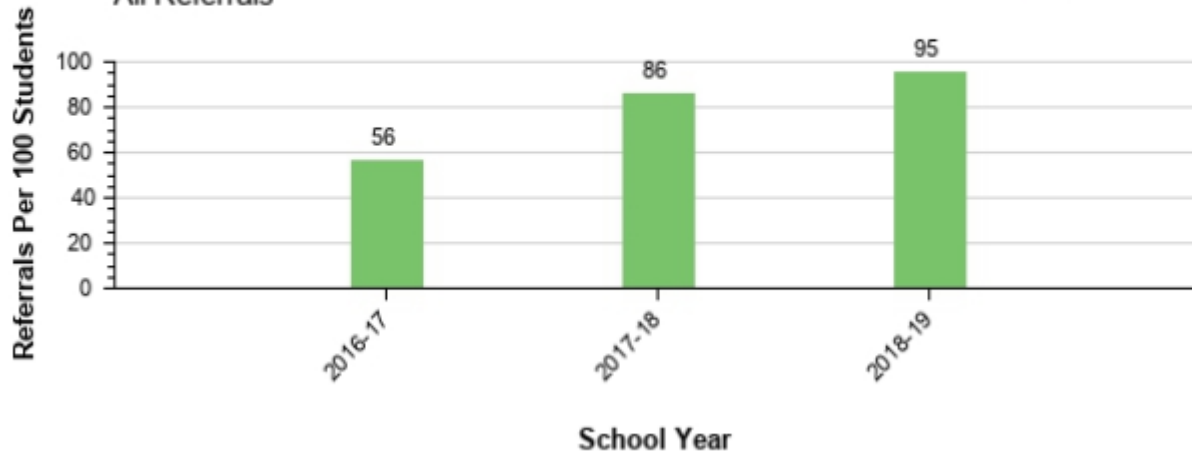
% of Total Referrals by Problem Behavior
All Referrals, 2018-19

Referrals by Grade
All, Aug 27, 2018 - Jun 14, 2019

Include in Dataset

School Year - 2018-19	⊖
Has IEP	⊖

Drill Down Report - Generated 7/19/19, 10:35 AM

⬇ Export   🖨 Print

Referrals by Location
Drill Down

Graph Type*

Location ▾

Options:

☑ Show Values on the Graph
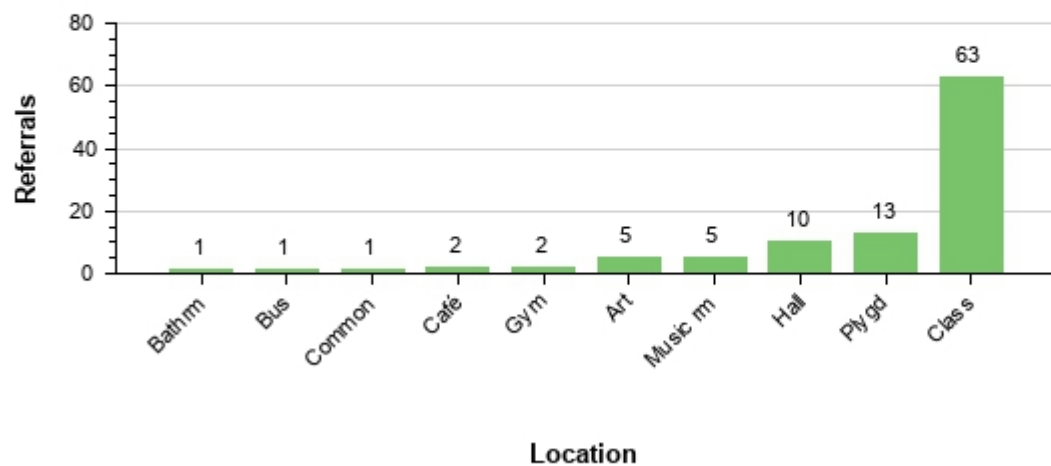
Summary

Referrals	103
Students	22
Staff	22

Include in Dataset

School Year - 2018-19	⊖
Gender - Male	⊖

⬇ Export   🖶 Print

Referrals by Location
Drill Down

PBISApps

Graph Type*

Location ▾

Options:

☑ Show Values on the Graph
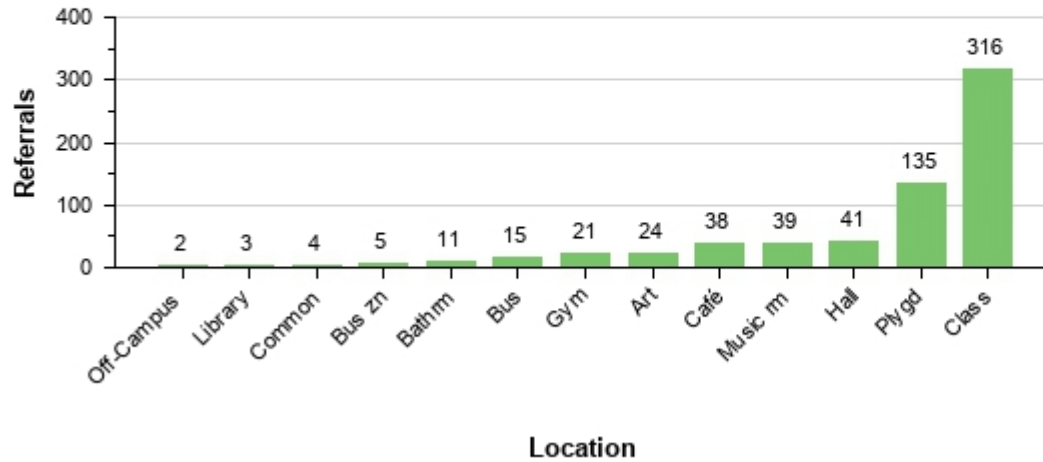
Summary

Referrals	654
Students	140
Staff	65

Include in Dataset

School Year - 2018-19   ⊖

Gender - Female   ⊖

⬇ Export   🖨 Print

Referrals by Location
Drill Down

PBISApps
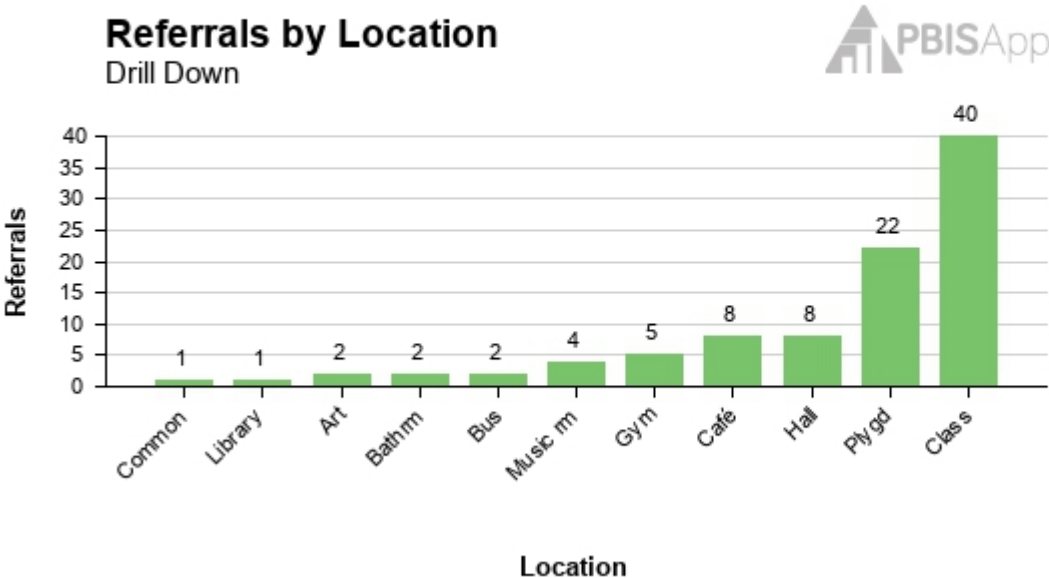
Graph Type*

| Location | ⌄ |

Options:

☑ Show Values on the Graph

Summary

Referrals	95
Students	40
Staff	33

Regular Attendance

What percent of students had fewer than two absences per month, on average, over time?

Some or all data is hidden to protect student privacy

Union Ridge Elementary

85.0%   85.6%   87.7%   89.7%

Regular Attendance

Summary Trend **By Grade**

What percent of students had fewer than two absences per month, on average, by grade level?

Some or all data is hidden to protect student privacy

Union Ridge Elementary

2017-18

Grade	Percent
Full-Day Kindergarten	89.2%
1st Grade	86.9%
2nd Grade	91.1%
3rd Grade	93%
4th Grade	87.1%
5th Grade	90.2%
6th Grade	91%