School Improvement Plan (SIP)
2020 - 2021

Building Data	
Building: South Ridge Elementary	**Grade Span:** K-4 **School Type:** Elementary
Principal: Jill Neyenhouse	**Building Enrollment:** 538 (as of 9/9/2020)
District: Ridgefield School District #122	**F/R Percentage:** 19% (as of 9/8/2020) 20.4% (October 2019)
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 12.72% (as of 9/8/2020)
Plan Date: September 2020 – June 2021	**English Learner Percentage:** 4.18% (as of 9/8/2020)
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational Supports	

Washington State Summary
Ridgefield School District

510 PIONEER STREET
RIDGEFIELD, WA 98642-9088

360.619.1302

Enrollment
(2019-20 School Year)

3,502

3% English Learners | **23%** Low Income

Student Performance
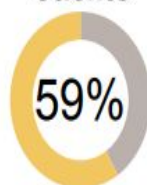How are we doing getting students to their learning goals?

English Language Arts — 70%
Math — 60%
Science — 59%

Met grade level standards on state administered tests

How engaged are our students?

80% — 9th Graders on Track to Graduate
26% — Have High English Language Arts Growth
33% — Have High Math Growth

About Our Teachers and Classrooms

182 Number of Teachers
60.4% Have Master's Degree or Higher
12.3 Average Years Experience
17.7 Number of Students per Teacher

Finances
How much money do we spend on each student?

$9,144
Staff Salary & Benefits

$3,185
Non-Personnel Costs

Washington State Summary
South Ridge Elementary

502 NW 199TH STREET
RIDGEFIELD, WA 98642-5601

360.619.1500

Enrollment
(2019-20 School Year)

574

7% English Learners | **22%** Low Income

Student Performance
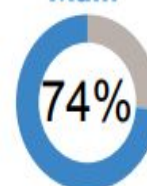How are we doing getting students to their learning goals?

English Language Arts — 73%
Math — 74%
Science

Met grade level standards on state administered tests

How engaged are our students?

90% — Have Regular Attendance
36% — Have High English Language Arts Growth
48% — Have High Math Growth

About Our Teachers and Classrooms

30 Number of Teachers
53.3% Have Master's Degree or Higher
11.2 Average Years Experience
17.3 Number of Students per Teacher

Finances
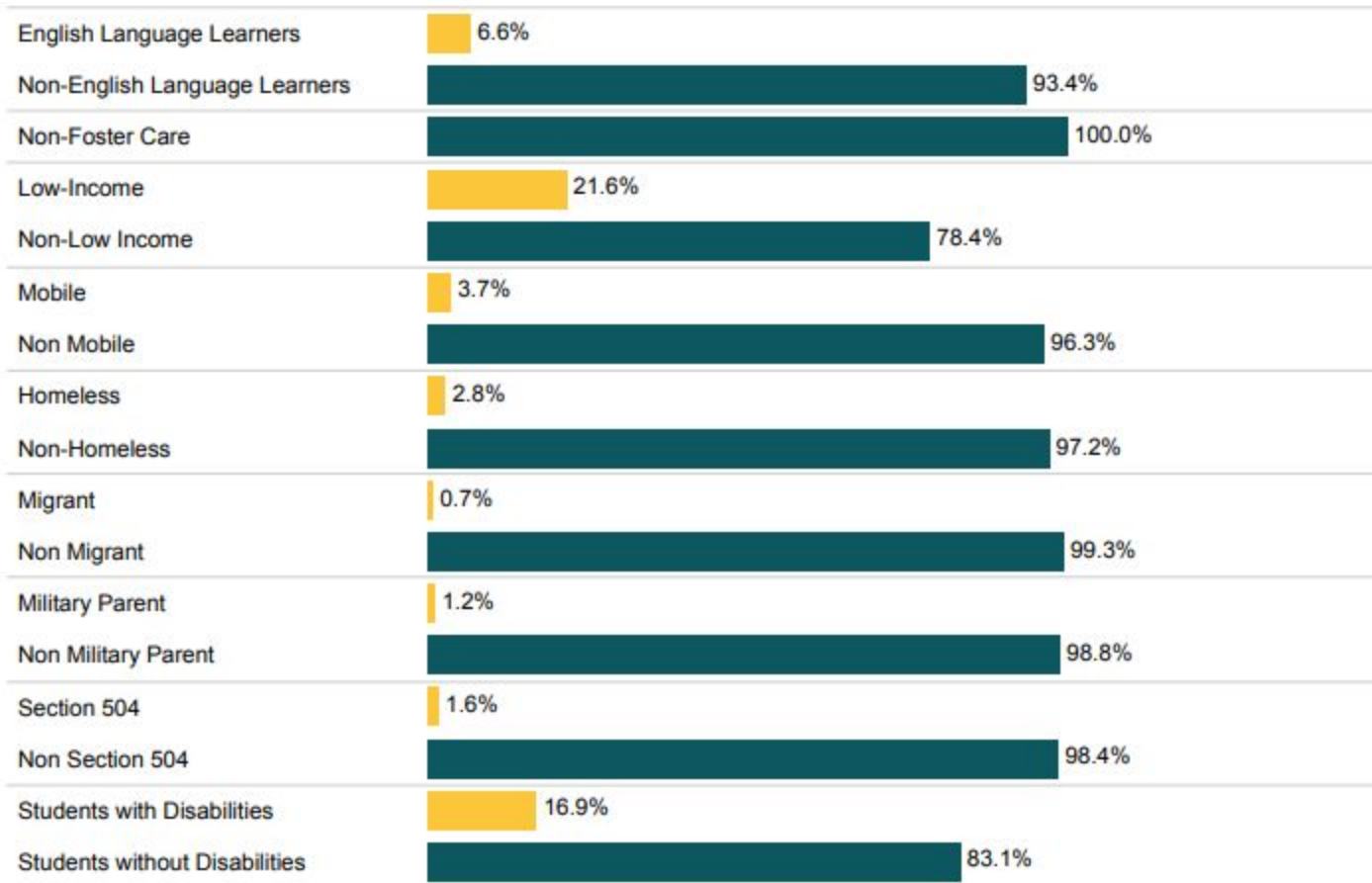How much money do we spend on each student?

$8,118
Staff Salary & Benefits

$3,185
Non-Personnel Costs

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South Ridge Elementary
2019-20

Category	Percentage
English Language Learners	6.6%
Non-English Language Learners	93.4%
Non-Foster Care	100.0%
Low-Income	21.6%
Non-Low Income	78.4%
Mobile	3.7%
Non Mobile	96.3%
Homeless	2.8%
Non-Homeless	97.2%
Migrant	0.7%
Non Migrant	99.3%
Military Parent	1.2%
Non Military Parent	98.8%
Section 504	1.6%
Non Section 504	98.4%
Students with Disabilities	16.9%
Students without Disabilities	83.1%

South Ridge Elementary

2017-2019
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	74.6%				26.8%	53.0%	58.6%		30.2%	82.4%	77.6%
Math Proficiency Rate	70.7%				17.1%	41.0%	54.7%		34.1%	80.4%	75.6%
ELA Median SGP	43				29	32	36		28.5	56.5	46.5
Math Median SGP	47				37.5	32.5	39		49.5	58	49.5
Graduation Rate											
EL Progress Rate*	67.4%										
Regular Attendance Rate	87.7%				77.7%	83.8%	81.4%		82.2%	89.7%	88.3%
Ninth Grade On Track Rate											
Dual Credit Rate											

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

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South Ridge Elementary

2017-2019
Overall Framework Score by Student Group

	8.7		
5.8		6.5	
		3.1	2.6
ID Threshold	2.7		
		1.1	

All Students · American Indian/ Alaskan Native · Asian · Black/ African American · Hispanic/ Latino of any race(s) · Native Hawaiian/ Other Pacific Island... · Two or More Races · White · English Language Learners · Low-Income · Students with Disabilities

Final School.. 1 ▬▬▬▬▬▬▬▬▬▬ 10

i-Ready Diagnostic Results: Reading 2019-20 Winter to Fall (End-of-Year View)

Subject

Reading ▾

School

SOUTH RIDGE ELEMENTA... ▾

● ● ● Key

Academic Year

2019 - 2020 ▾

Diagnostic

Winter ▾

12/09/19 - 01/10/20

Prior Diagnostic

Fall ▾

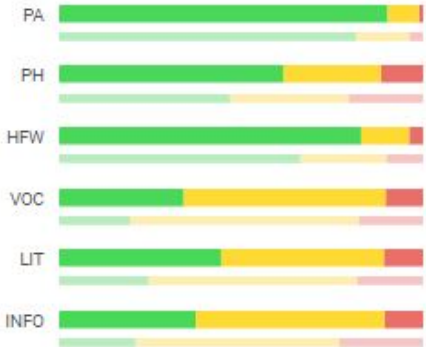09/01/19 - 09/27/19

Placement Definition

End-of-Year View ▾

Criterion Referenced

Students Assessed/Total: **416/537**

Overall Placement
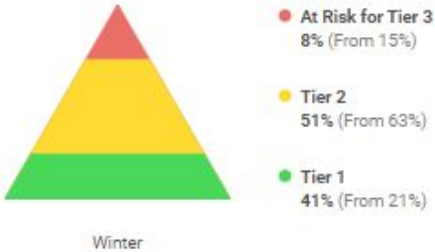
● **At Risk for Tier 3**
  8% (From 15%)

● **Tier 2**
  51% (From 63%)

● **Tier 1**
  41% (From 21%)

Winter

Fall

Placement By Domain

PA

PH

HFW

VOC

LIT

INFO

Switch Table View	Show Results By		
Placement Summary ▼	**Grade**		

Showing 5 of 5

Grade ▼ ⌃⌄		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Winter	—	0/102
	Fall	—	
Grade 1	Winter	39% 59% 2%	111/116
	Fall	14% 82% 5%	
Grade 2	Winter	50% 45% 6%	119/123
	Fall	26% 58% 16%	
Grade 3	Winter	36% 49% 16%	101/108
	Fall	27% 48% 26%	
Grade 4	Winter	38% 52% 11%	85/88
	Fall	19% 66% 15%	

i-Ready Diagnostic Results: Math 2019-20 Winter to Fall (End-of-Year View)

Subject
Math ▾

School
SOUTH RIDGE ELEMENTA... ▾

● ● ● Key

Academic Year
2019 - 2020 ▾

Diagnostic
Winter ▾
12/09/19 - 01/10/20

Prior Diagnostic
Fall ▾
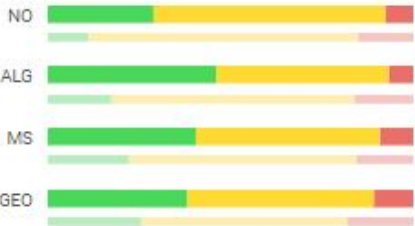09/01/19 - 09/27/19

Placement Definition
End-of-Year View ▾

Criterion Referenced

Students Assessed/Total: **415/537**

Overall Placement

● **At Risk for Tier 3**
8% (From 16%)

● **Tier 2**
64% (From 72%)

● **Tier 1**
28% (From 12%)

Winter

Fall

Placement By Domain

NO

ALG

MS

GEO

Switch Table View	Show Results By
Placement Summary ▼	**Grade**

Showing 5 of 5

Grade ▼ ⌃⌄		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Winter	—	0/102
	Fall	—	
Grade 1	Winter	38% 59% 4%	111/116
	Fall	10% 75% 15%	
Grade 2	Winter	28% 67% 5%	119/123
	Fall	11% 79% 10%	
Grade 3	Winter	17% 73% 11%	102/108
	Fall	10% 70% 21%	
Grade 4	Winter	31% 55% 13%	83/88
	Fall	20% 59% 20%	

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)	
Parents/Community - Jacob Bruno, Jennifer Sigmun, Tina Krause, Krissy Becker	Building Leadership Team – Tiffany Quast, Taylor Dann, Ana Hochhalter, Holly Vogel, Yvonne Romero, Kelsi Rice, Gavin Clarke, Jennifer Stinson, Nicole Russell, Karen Moses, Jesse Buck

Building Budget: $58,834

Volunteer Opportunities:
We have seen our PTA enrollment grow significantly over the past year, and received an award from the State PTA for our increased enrollment. Our parents are involved and engaged in what is happening at South Ridge. When there is in person instruction, parents are able to volunteer to help in classrooms as well as participate in our Watch DOGS 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
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. Due to the COVID shutdown of school buildings there is no data from the Spring as students did not take the SBA or iReady diagnostic. When looking at the iReady data from Winter 2019, we see students were making growth in both reading and math, but we believe much of the progress has been lost. This 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.

    Overall students continue to be successful at South Ridge. Our areas of strength are in our core instruction for students in our academic 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 South 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 South 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. With the Remote Learning situation, we believe students are challenged both academically and emotionally. The toll this situation has taken on families is immense. Parents are being asked to provide instruction support at home, students are being required to learn through video lessons and Zoom meetings with their teachers. They have limited exposure to other children and the stress levels in homes can cause trauma for children.

c. What are some important relationships in their life?

Important relationships for students at South 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.
    Heggerty Alphabet Knowledge
    Objective 16: Demonstrates knowledge of the alphabet.
    Heggerty Concepts of Print

Trimester 1
    iReady Reading Diagnostic Assessment
    Kindergarten Heggerty Phonological Awareness
    Kindergarten Heggerty Alphabet Knowledge
    Literably/Fountas & Pinnell Benchmark Assessment System Reading Records

Trimesters 2 & 3
    iReady Reading Diagnostic Assessment
    Kindergarten Heggerty Phonological Awareness
    Kindergarten Heggerty Alphabet Knowledge
    Literably/Fountas & Pinnell Benchmark Assessment System Reading Records

1st Grade
      i-Ready Reading Diagnostic Assessment -
      Literably/Fountas & Pinnell Benchmark Assessment System Reading Records
      Any student scoring below benchmark will be assessed using
            Really Great Reading
            Phonemic Awareness
            Letter Knowledge Survey
            Sight Word Fluency

2nd - 4th Grades
      i-Ready Reading Diagnostic Assessment -
      Literably/Fountas & Pinnell Benchmark Assessment System Reading Records
            Additional assessments may be given as needed, to include:
                Really Great Reading
                Diagnostic Decoding Survey
                Phonological Awareness Survey
                Sight Word Survey

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 South 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/Literably) 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 Literably and Really Great Reading data) to further identify who needs a Tier II intervention, and to plan for delivering/monitoring that intervention.

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?

   This is something as a school we try to reflect daily. We have established our core value statements that identify our beliefs about the power of supporting all of our students as they reach their highest level of success. Our small group instruction time allows us to provide each student with the supports they need to soar. We have begun to see our disparity gaps narrow because we are identifying the supports students require to be successful learners.

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)?

   We are working on restorative practices as a school. We have identified a need for teachers to have training on how to use the LLI system in order to strengthen our reading interventions for students. We have also identified a need for better math interventions. We will be using small group time for students to use Ready Classroom Mathematics (our online math resource) but understand that we need additional math supports for students. Additionally, we have identified a need for professional development opportunities to improve remote learning.

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

   We purchased "The Distance Learning Playbook" (Fisher, Frey, & Hattie) for the entire staff, which has helped to increase student engagement. We also purchased "Effective Universal Instruction" (Gibbons, Brown, & Niebling) to help provide improvements to Tier 1. Additionally, the district provided numerous distance learning professional development opportunities for teachers during convocation including student engagement, feedback, assessment, communication with families, and differentiation.

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?

    The Distance Learning Playbook – provides staff with practical strategies to implement Remote Ridgefield.

    Effective Universally Designed Instruction – book study to learn how to create learning experiences using UDL

    SEL – strategies for addressing the needs of our students during remote learning/COVID-19

    Literably – on-line reading record assessments

    Really Great Reading – foundational skills assessments

    MTSS process training

    Data analysis training

    Homeroom data training

    Additional training will be provided based on data analysis and feedback from staff during the Tier 1 and/or Tier 2 meetings. For example, last year our data indicated students needed additional learning opportunities to increase skills in phonological awareness. Our PD TOSA developed a series of trainings for all staff to increase effectiveness of instruction in this area.

    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.

   MTSS system was used with fidelity throughout the year. Tier 1 meetings were used to discuss data related to core instruction and identify areas of emphasis for core. Tier 2 meetings were used to examine progress monitoring data for students and identify next steps. These meetings included both academic, behavior and social-emotional data. Counselors, admin, and School Psych meet weekly to discuss students who have behavior and SEL interventions and monitor progress.

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

   We used iReady data, Literably, our progress monitoring data, and SWIS data to identify our areas of strength and areas of improvement.

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

   Ridgefield Family Resource Center

   Family Solutions

   South Ridge Elementary PTA

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 PTA 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?

Last year our school did not have any student groups that were below the threshold set for the WSIF overall scores. This year, English Language Learners were the only sub-group that was below the threshold. Our students did not complete the ELPA21 in Spring 2020. Therefore this data is not valid.

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 intervention 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?

South Ridge Elementary is committed to the goal of providing quality education for every child in the Ridgefield School District. To this end, we want to establish partnerships with parents and with the community. Everyone gains if South Ridge Elementary and home work together to promote high achievement by our children. Neither home nor South Ridge Elementary can do the job alone. Parents play an extremely important role as their children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

South Ridge Elementary recognizes that some students may need the extra assistance available through the Title I/LAP to reach the state's high academic standards. South Ridge Elementary intends to include parents in all aspects of the school's Title I/LAP program. The goal is a school-home partnership that will help all students to succeed.
Some activities include: supporting families through remote learning, Google Classroom tutorials, iReady Diagnostic tutorials and outreach to families of students that are not engaged in remote learning.

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

We will conduct several surveys throughout the school year. We will monitor attendance and participation at each event/activity,

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

SY 2020-2021 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.**

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 ELA and Math.	Fall, Winter, Spring	All	iReady, Curriculum Associates, Chrome books	All students will make at minimum, a year's growth in a year's time
2) Progress monitoring data will be used to connect students to differentiated learning opportunities during core and supplemental services during intervention time	Beginning October 5th (Core Instructional time) October 19th (Supplemental services)	All grade levels	Heggerty, Easy CBM, Fountas & Pinnell, and Ready Classroom Mathematics, Literably, Raz Kids	Multiple programs will be available for personalized learning opportunities All 2nd grade students will be reading at grade level by the end of the year
3) 3-4 grade teachers will use interim assessments for SBA to predict and target student learning	January thru March	Grades 3 & 4	Interim SBAs, Chrome books	All students will make at minimum, a year's growth in a year's time

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

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOL-WIDE 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)	**Align resources for classroom support, profession development, and implementation of best practices that are proven to increase success for all students.**

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
Small Group time during Ridgefield Remote and WIN during in person learning is used at each grade level to support student needs and increase student success	Beginning October 5th (Core Instructional time) October 19th (Supplemental services)	Grade level teachers, TOSAs	Heggerty, easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably	Students who are more than one year behind will make more than a year's growth, closing the learning gap All South Ridge staff will design professional growth goals designed around their instructional practice. Educational resources and professional development opportunities will be designed to support these professional goals.
Special Education and Title/LAP staff provide targeted support	Beginning October 5th (Core Instructional time) October 19th (Supplemental services)	Grade level teachers & Title, SpEd teachers	Heggerty, easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably	Students who are more than one year behind will make more than a year's growth, closing the learning gap

				Multiple programs and resources will be available for personalized learning opportunities (Ready Math online lessons, Workshop small groups, Imagine Learning for ELs, etc.) All South Ridge staff will design professional growth goals designed around their instructional practice. Educational resources and professional development opportunities will be designed to support these professional goals.

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

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOL-WIDE 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 #3 (if needed)	**Staff will provide additional instructional support to any student falling below growth 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
Small Group Core intervention time is used at each grade level to support student needs and increase student success	Beginning October 5th (Core Instructional time) October 19th (Supplemental services)	Grade level teachers, Title/ELL TOSA, SpEd	Heggerty, Easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably	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 All South Ridge staff will design professional growth goals designed around their instructional practice. Educational resources and professional development opportunities will be designed to support these professional goals.

Special Education and Title/LAP staff provide supplemental targeted support in addition to Core support	Beginning October 5th	Grade level teachers & Title, SpEd teachers	Heggerty, Easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably	Students who are more than one year behind will make more than a year's growth, closing the learning gap Multiple programs and resources will be available for personalized learning opportunities (Ready Math online lessons, Workshop small groups, Imagine Learning for ELs, etc.) All South Ridge staff will design professional growth goals designed around their instructional practice. Educational resources and professional development opportunities will be designed to support these professional goals.

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

SY 2020-2021 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 4th year of 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) Monthly assemblies around a specific character trait	All year	Counselors	PBIS calendar	At the conclusion of the 2020-2021 school year, South Ridge will have reduced the disciplinary disparity between student subgroups. At the end of the 2020-2021 school year, the percentage of suspensions and/or expulsions will be reduced at South Ridge.
2) Connections Center implementation remotely	August 2020	Teresa Vance, Anne Lamping	Virtual Connections Center, Zoom meetings, Google Classroom	At the conclusion of the 2020-2021 school year, South Ridge will have reduced the disciplinary disparity between student subgroups. At the end of the 2020-2021 school year, the percentage of suspensions and/or expulsions will be reduced at South Ridge.
3) PBIS Expectations Fair	January, April	Counselors	Common Expectations Posters	At the conclusion of the 2020-2021 school year, South Ridge will have

| | | | | reduced the disciplinary disparity between student subgroups.

At the end of the 2020-2021 school year, the percentage of suspensions and/or expulsions will be reduced at South Ridge. |
| --- | --- | --- | --- | --- |

SIP Goal #2:   Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.
SY 2020-2021 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	**Safety Drills and COVID safety procedures**

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 2020-June 2021	Jill Neyenhouse, Jesse Buck	Safety folder for each teacher	Reduce the time to exit the building and account for all students
2) COVID Safety Health Screener	September 2021 - TBD	Jill Neyenhouse, Jesse Buck	Google form health screener accessible to all staff working at South Ridge and families of students participating in in-person learning	Staff and families will complete the health screener 100% of the time before entering South Ridge

3) Coronavirus Employee Training and Procedures: COVID-19 Infection Prevention	September 2021	Jill Neyenhouse	Coronavirus Employee Training and Procedures: COVID - 19 Infection Prevention PowerPoint	100% of SR staff will complete the Coronavirus Employee Training and Procedures: COVID-19 Infection Prevention training

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

SY 2020 - 2021 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.

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) Title I/LAP Info Night	Mid October 2020	Roger Fisher Title Teachers	Asynchronous Zoom video followed by live Q&A Zoom	Increase in feedback on instructional programming, student support, & extended learning opportunities with parents and patrons
2) HCP Info Night	Early October 2020	Roger Fisher	Asynchronous Zoom video followed by live Q&A Zoom	Increase in feedback on instructional programming, student support, & extended learning opportunities with parents and patrons
3) Family Surveys	End of trimester 1	Roger Fisher	Surveys pushed out via Skyward	Increase in feedback on instructional programming, student support, & extended learning opportunities with parents and patrons

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

SY 2020-2021 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	**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)Bi-weekly social media updates for Thrillshare and Facebook	All year	Jill Neyenhouse	Photos & info from teachers, daily announcement videos	All schools engage in two-way communication across a variety of electronic and printed media on a monthly basis
2) PAL Literacy event	Winter	Jill Neyenhouse, Jenny Thompson (PAL)	PAL volunteers	Increase the number of students, staff, and community celebrations of success.
3) Regular teacher-parent communication	All year	All teachers	Remind, Google Classroom	All schools engage in two-way communication across a variety of electronic and printed media on a monthly basis

SIP Goal #4: Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.

SY 2020-2021 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	**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
1) Provide supports for all students	Beginning October 5th (Core Instructional time) October 19th (Supplemental services)	Cert staff	Heggerty, Easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably	The state's annual equity gap report will show a narrowing of (academic) disparity.
2) Professional learning for differentiated instructional strategies to support diverse learners, i.e. ELs (English Learners), students experiencing poverty & Highly Capable	All year	Tiffany Quast, Deb Ortner, Jennifer Sawyer, Roger Fisher	Heggerty, Easy CBM, ReadyGen, iReady Classroom Mathematics, Fountas & Pinnell LLI, Literably UDL Principles-Differentiation	The state's annual equity gap report will show a narrowing of (academic) disparity.
3) Professional learning for Remote Teaching & Learning	August, September, October	Deb Ortner, Jennifer Sawyer, Jill Neyenhouse	Convocation sessions, Literably PD, Raz Kids PD, Weekly Tech/Zoom sessions, Google Classroom PD, Really Great Reading PD	The state's annual equity gap report will show a narrowing of (academic) disparity.

Referrals by Problem Behavior
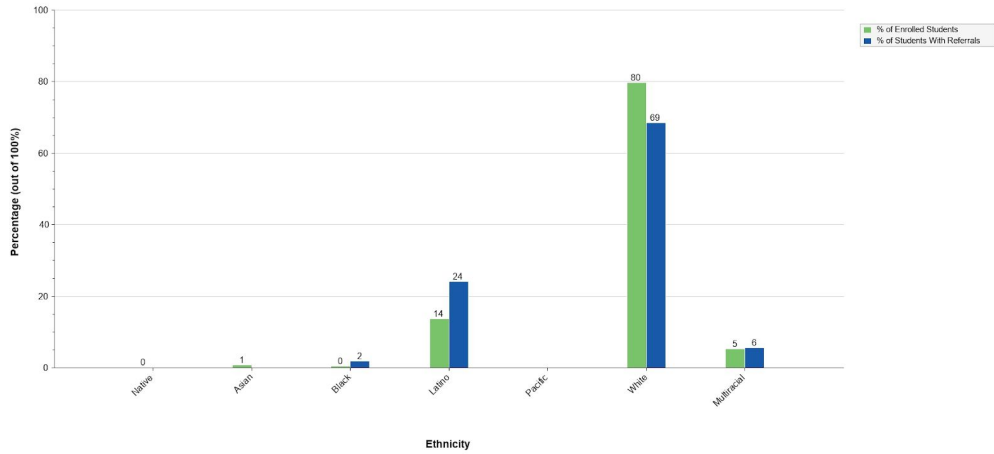All, Sep 1, 2019 - Aug 31, 2020
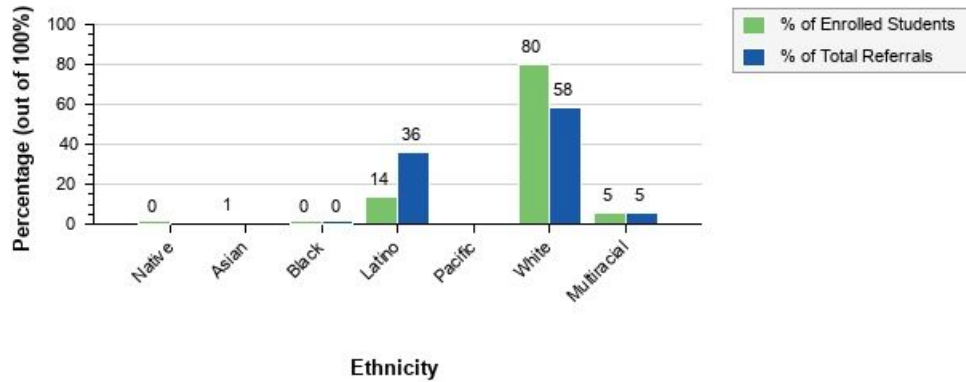
PBISApps
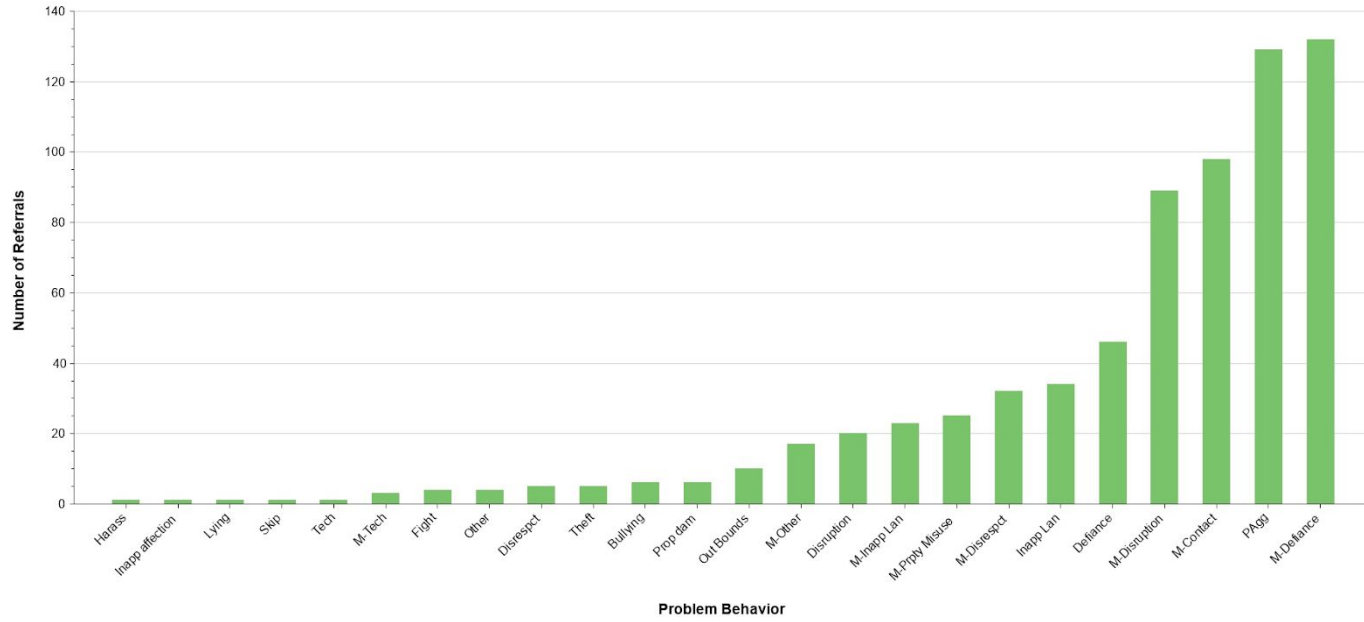
Referrals by Grade
All, Sep 1, 2019 - Aug 31, 2020
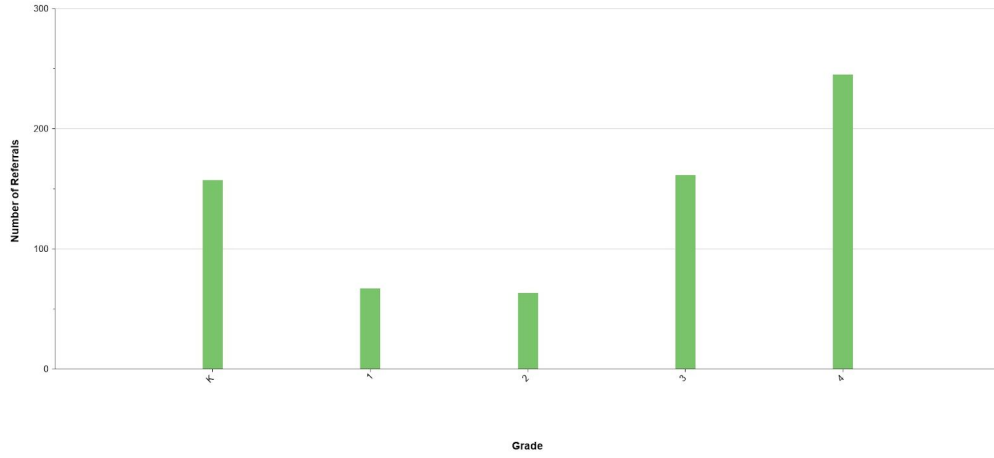
Students With Referrals By Ethnicity
Major, 2019-20

Referrals By Ethnicity
Major, 2019-20

SCHOOL DISCIPLINE DATA					
Grade	K	1	2	3	4
Numbers of Office (major) referrals Number in () is the number of students who generated the referral	89	12	22	62	89
Male	86	4	22	60	85
Female	3	8	0	2	4

Low Income	1	1	7	6	13
ELL	0	0	1	2	1
Special Education	34 (1)	6 (1)	2 (2)	40 (3)	16 (5)
Section 504	2 (1)	0	0	2 (1)	13 (1)
Hispanic/Latino	0	6 (1)	3 (3)	34 (4)	56 (5)
American Indian	0	0	0	1	0
Asian	0	1	2 (2)	0	0
Black/African American	0	0	1	13 (1)	0
Native Hawaiian	0	0	0	0	0
White	89 (10)	6 (4)	20 (9)	35 (9)	40 (15)
Two or more races	0	1	1	13 (1)	0