



RIDGEFIELD SCHOOL DISTRICT

unlimited possibilities

School Improvement Plan (SIP) 2017-2018

School Name: Ridgefield High School
Principal: Christen Palmer
Assistant Principal: Allen Andringa
Date Plan Completed: September 22, 2017
Team Members: RHS staff and admin team

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 Overview:

The purpose of Ridgefield High School (RHS) is to ensure students receive a quality secondary educational experience and develop the skills necessary to pursue post-secondary opportunities for school or work. We are dedicated to an incremental improvement model where we strive to get a little bit better at the work we do each day. We are focused on being champions for ALL students and working collaboratively as a staff to improve our metrics of success in regards to student growth data as well as ensure we are meeting the needs of the whole child on a social and emotional level.

RHS Core Values: Provide and support quality education for EVERY student in EVERY classroom through the DAILY practice of EVERY staff member. Success will be measured by the evidence of student learning through student growth data, respect & integrity, student-centered and data-driven instruction, goal-oriented collaboration, campus connections (student, teacher, administration), and preparing students for postsecondary experiences.

School Vision:

In partnership with our community, Ridgefield High School provides a student-centered learning institution based on mutual respect, personal integrity, responsible citizenship, and outstanding learning opportunities. Students become empowered, inspired, and challenged lifelong learners in a safe and supportive atmosphere.

School Mission:

Develop engaged students committed to making a positive difference in the world.

Student enrollment and demographics:

The school enrollment for RHS totaled 891 (September 2017) and generated 788 FTE (full-time equivalent number used for state funding). Enrollment by grade level is 238 for 9th grade, 222 for 10th grade, 212 for 11th grade, and 219 for 12th grade. We have 45 students attending Cascadia Technical Academy (half day vocational program training) and 87 students (38 Part-time and 49 Full-Time students) in the Running Start Program at Clark College (students taking college courses paid through the state).

Gender	(October 2015)		(October 2016)	
	Male	385	51.4%	418

Female	364	48.6%	407	49.3%
Race/Ethnicity		(October 2015)	(October 2016)	
Hispanic / Latino of any race(s)	67	8.9%	82	9.9%
American Indian / Alaskan Native	2	0.3%	2	0.2%
Asian	19	2.5%	14	1.7%
Black / African American	7	0.9%	7	0.8%
Native Hawaiian / Other Pacific Islander	1	0.1%	3	0.4%
White	603	80.5%	667	80.8%
Two or More Races	50	6.7%	50	6.1%
Special Programs		(May 2016)	(May 2017)	
Free or Reduced-Price Meals	152	21.1%	149	18.5%
Special Education	85	11.8%	84	10.4%
Transitional Bilingual	11	1.5%	13	1.6%
Migrant	0	0.0%	0	0.0%
Section 504 (May 2016)	43	6.0%	50	6.2%
Other Information		(Last Year)	(This Year)	
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)/(Class of 2016)		89.9%	147	89.8%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)/ (Class of 2015)		93.3%	139	92.8%

OSPI - School Improvement: NO

Building Budget:

The building budget for 2017-18 school year is \$122,900. The breakdown of the budget is as follows: Library - \$8,000 (6.5%); Principal's Office - \$11,500 (9.3%); Copy Machines/Paper - \$22,000 (18%);

Counseling - \$1,000 (0.8%); Health - \$340 (0.3%); Teaching Supplies - \$24,950 (20%); Professional Development - \$3,810 (3.1%); Departments - \$14,130 (11.5%); Performing Arts Programs - \$20,550 (17%)

Volunteer Opportunities:

A multitude of volunteer opportunities exist for the community at RHS. We are proud of our High School and Beyond project for Seniors, which requires 20 hours of community service. Parents and community members may volunteer in our Library, office, sports programs, booster club, judges for Senior Board presentations, and College and Career Fairs offered multiple times each year.

Special Offering:

The school offers many academic offerings. Typically each year, nine or ten Advanced Placement programs are taught. We have a partnership with the Cascadia Technical Academy and Clark College. We offer Career & College Technical Education course work (both exploratory and preparatory) in metals, woods, digital arts, engineering, medical science, business & marketing, and family & consumer sciences. This year our students will have the opportunity to participate in Career Technical Student Organizations (CTSO's) such as DECA (related to business & marketing classes), HOSA (related to medical science classes), Robotics (related to engineering classes) and Skills USA (related to agriculture, digital arts, and family & consumer science classes). These CTSO's are academically focused clubs that have a competition component.

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 and focus on quality, we are committed to weekly collaboration time.

The main goal of collaboration is to work together to improve teaching practices and strengthen our school. This collaboration time includes the creation of common assessments, common rubrics, calibrating scoring assessments, analyzing student assessment data, implementing the five foundational instructional elements, planning units, reflecting on past practices, and working across grade bands.

Data Analysis:

Ridgefield High School Data Analysis for School Improvement Process 2017-18	
	Our overall AP program has shown an increasing passing rate for all exams as the passing rate has risen from 39% to 50%. However this past year there was a decrease from 52% to 50%. Additionally, over the past year our enrollment in AP courses has increased from 116

<p>Advanced Placement (AP)</p>	<p>students to 161, and in the past four years the enrollment has increased from 57 students to 161 students, more than doubling the number of students engaging in challenging coursework. There were 62 students who took more than 1 AP exam. Performance in most subject areas are below state average; however, demonstrate an overall upward trend. Low-income students perform as well as the general population, but remain underrepresented in the enrollment figures. Last year’s results in Calculus were the highest in the past decade.</p>
<p>SAT (College Admission Test)</p>	<p>53% of the RHS students in the graduating Class of 2017 took the SAT test (compared to the ACT) for college admission. Results are provided for the graduating class of 2017 in the area of reading, mathematics, and writing.</p> <ul style="list-style-type: none"> ● Evidence Based Reading and Writing – 79% of the RHS students who took the SAT met or exceeded the benchmark. The state average was 72% and the national average was 71%. ● Math – 47% of the RHS students who took the SAT met or exceeded the benchmark. The state average was 52% and the national average was 50%.
<p>Mathematics Smarter Balanced Assessment (SBA)</p>	<p>The math SBA is given to all 11th grade students and those 10th grade students in Advanced Algebra or higher. Score comparisons in this area is difficult due to a variety of factors: for many students the math assessment is not required for graduation rates and some schools have a low participation (not true for RHS), and SBA measures college and career readiness as compared with the past graduation based proficiency measured by an EOC in Algebra and Geometry.</p> <p>40.3% of our 11th grade students passed the college and career standard. The state average on the Smarter Balanced Mathematics Assessment for 11th grade students is 25.9%. However, our scores have decreased 12.3% from the 12th grade cohort (52.6%), the graduating Class of 2017.</p>

	<p>Scores in this area place RHS among the top performers in the state (Camas 64.5%, Mercer Island 21.0%, Bellevue suppressed, Northshore 34.3%).</p>
<p>English Language Arts (ELA) Smarter Balanced Assessment (SBA)</p>	<p>The ELA SBA is given to all 11th grade students. Score comparisons in this area is difficult due to a variety of factors: for many students the ELA assessment is not required for graduation rates and some schools have a low participation (not true for RHS), in the past the HSPE had a reading and writing component but now the SBA is a single strand, and SBA measures college and career readiness as compared with the past graduation based proficiency measured by HSPE.</p> <p>78.5% of our 11th grade students passed the college and career standard. The state average on the Smarter Balanced English Language Arts Assessment for 11th grade students is 73.6%. However, our scores have decreased 5% from the 12th grade cohort (83.5%), the graduating Class of 2017.</p> <p>Scores in this area (11th grade) place RHS as a competitive performer in the state (Camas 90.4%, Mercer Island 94.2%, Bellevue 88.7%, Northshore 87.6%) but leaves us room for incremental improvement in order to be a top performer in the state.</p>

SIP Goal #1:

Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.

Strategy #1:

- Deliver an articulated and challenging K-12 curriculum, aligned to state standards, and taught with fidelity that ensures academic success for every student.
- Staff will develop School Improvement Plan (SIP) goals and strategies to ensure continuous increases in student learning.

Activities:

- English will utilize the i-Ready diagnostic tool, analyze i-Ready data as well as SBA data to drive and differentiate instruction and interventions as well as design and implement individualized instruction. They will use a grade level and AP collaboration calendar for break-out sessions to provide personalized learning opportunities for students. They will continue to develop common assignments and assessments per grade level then calibrate the grading of the common assessments. Lastly, they will create common grade level literature terms and fine tune classroom discussion methods and academic conversation skills (positive student dialogue, social etiquette/manners/tactful conversation) in order to move student learning to the right.
- Social Studies will work with students to help them evaluate and recognize quality and authoritative sources. The social studies teachers will partner with the library staff and invite them to classrooms to discuss quality and authoritative sources. Students will incorporate quality and authoritative sources to aid in answering questions or help them in creating research projects as part of the project based curriculum standards. Students will also integrate information from these various sources that will articulate a comprehensive flow of ideas that avoids plagiarism and meets the APA standard for citation.
- Science will deliver an articulated and challenging science curriculum, aligned to NGSS, and taught with fidelity that ensures academic success for every student through activities and assessment within our frameworks. They will focus on 3-D Assessment Training, Development of 3-D Assessments and the alignment of core curriculum to NGSS standards as well as the analysis of student work generated by 3-D assessments to ensure all students will show growth.
- Math will use common assessments, aligned to the Common Core, and making use of SBAC style questions. They will refine best practices based on the evaluation of student work by utilizing the SpringBoard curriculum. Math will also use the iReady assessment to gauge where 9th and 10th grade students are in their understanding and then utilize the instructional supports from the system for below grade-level students. Furthermore students will be allowed to correct and/or retake assessments to help understand

concepts and improve scores, be given multiple resources to utilize at home in order to better understand concepts, will be assessed using multiple representations in order to prepare them for a multitude of state/federal and SAT assessments, be given rigorous tasks to promote high level thinking (the goal is for tasks to be written at a complexity level of 3 requiring students to apply strategic thinking and explain their reasoning as described by Webb's Depth of Knowledge chart to rate complexity levels of tasks), and will be given supplemental tasks to improve basic fluency skills.

- World Language will develop and utilize a variety of classroom activities in order to meet the needs of all students and their various learning styles as well as ensure that the RHS World Languages curriculum is aligned with ACTFL National Standards. Teachers will meet weekly to ensure fidelity in delivering an articulated and challenging curriculum and will collaboratively analyze classroom activities and assessments to ensure continuous increases in student learning.
- Career and College Technical Education (CCTE) will explore and develop flexible learning environments (time, place and pace) that require students to apply academic knowledge, skills, and dispositions necessary in future careers and support personalized experiences for all students. They will consider alternative learning environments outside to the classroom, interview local community and business leaders, arrange career observations with local businesses and field trips throughout the community. Students will write and present on their experiences.
- Physical Education uses state standards to develop department wide assessment to measure student growth. These activities include fitness testing and tracking, strength testing and tracking to measure cardiovascular endurance, upper body muscular strength and muscular endurance. Teachers will modify assessment based activities teaching with end in mind, use performance based scoring and differentiation to ensure all students achieve success
- Fine and Performing Arts will align their curriculum to the state standards and create common assessments aligned to the standards. They will analyze multiple assessment measures to inform instructional decision-making, track student progress, and ensure every student meets or exceeds expected growth.
- Special Education will use iReady assessments and then analyze data from iReady assessments in order to address individual student needs. Furthermore, they will use AIMS, informal assessments, AIMS Web to plot student growth, WA-AIM and SBAC results to know how to meet the needs of students.

Measure of Success:

- ✓ Top district performance or within 5% of the highest in the state assessment data while maintaining growth above the state average.
- ✓ All departments will meet their criterion 8 student growth goals.

Strategy #2:

Expand, implement, and evaluate formalized process of professional development for all staff members.

Activities:

- Professional Development staff will offer monthly training on the five foundational instructional elements.
- Weekly, Professional Learning Communities will meet to write a common rubric, write common assessments, analyze assessment data, calibrate their work, and select instructional elements to implement in their classes in order to move all students “to the right”.

Measure of Success:

- ✓ Improved student growth data over the course of the assessment cycles each semester as evident in each department’s PLC Running Notes.

Strategy #3:

Staff will inform and counsel every student in developing a career, college and life goals pathway necessary for obtaining the goal.

Activities:

- Fall Fair - all students will attend an event with nearly 50 postsecondary representatives. Students can research and experience individually. Teachers will then provide a reflection activity to process what was experienced.
- Career Fair -all students will attend a Career Fair with 90 presenters from various fields. Some sessions will be mandatory and others will allow for students to self-select. This is done in conjunction with a career assessment.
- High School and Beyond Plan/Presentations - all seniors will successfully complete a High School and Beyond Plan, identifying education through community service, postsecondary experiences, and academics. Seniors will give a 15 minute oral presentation to community judges.
- Career and College Technical Education teachers will engage all of their students in a career unit where students will explore career opportunities and college pathways related to the field of study.
- Counselors and teachers will guide students through an annual assessment of individual graduation requirements and an annual selection of courses to obtain the academic and postsecondary goals.

Measure of Success:

- ✓ Every Senior will graduate from Ridgefield High School able to articulate their postsecondary plan and educational experience.

SIP Goal #2:

Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.

Strategy #1:

Develop and expand building level plans to address respectful and collaborative environments among all school community members.

Activities:

- Continue to refine and further develop Frosh Camp so all students feel connected to RHS and know how to get support academically as well as social-emotionally
- Promote an inclusive environment by supporting clubs such as GSA, supporting minority students.
- Actively providing counseling services for all students
- Weekly visits from administration to collaborative department meetings.
- Communicate all sports, clubs, and activities that are available and encourage students to get involved in at least one to stay connected to RHS.
- Encourage students to attend the sports and activities fair
- Review student clubs during Frosh camp, emphasizing the new Career & Technical Student Organizations (CTSO's)
- Inventory students interests and poll student body regarding new classes and clubs/activities
- Provide in class activities for students to share background and diverse opinions/perspectives
- Teachers provide a safe space for students to go before school, at lunch, and after school
- Work collaboratively with our RSD behavioral specialist to meet the needs of our students
- Utilize community health resources such as Family Solutions and Community Services Northwest to connect our students with resources and remove barriers to their learning

Measures of Success:

- ✓ The percentage of students that indicate on the Healthy Youth Survey that they feel safe at school will continuously increase.
- ✓ Increase the number of students involved in school clubs, activities, and sports.

Strategy #2:

Implement Positive Behavioral Systems and Interventions to support all students.

Activities:

- Regularly recognize positive student behavior through \$pud Bucks and monthly drawings for students receiving and submitting \$pud Bucks

- Monthly recognize a student of the month
- Monthly lunch with the students nominated for Student of the Month and the principal to get student voice on the culture, climate, and areas to improve
- Develop a Student Intervention Team that looks at specific students who are at-risk in order to provide individualized interventions
- Create a Success Bound expectation matrix for staff to incorporate into their classroom lessons
- Partner with Community Services Northwest, Family Solutions, district behavior specialists, and psychologists.
- Create a proactive referral process to ensure students with mental health concerns are being identified and served
- Raise awareness and address substance abuse concerns among our students.

Measures of Success:

- ✓ At the end of the 2017-18 school year, suspension and/or expulsions will be reduced in the Ridgefield School District.
- ✓ Decrease the number of drug and alcohol related discipline infractions.
- ✓ Decrease the number of students who need a safety plan due to getting proactive and preventative help.

Strategy #3:

Actively review and refine emergency school procedures with partnering agencies and first responders.

Activities:

- Training and implementation of the Standard Response Protocol to all staff and students, with on-going implementation through monthly drills.
- Update Emergency Response Incident Command chart.
- Introduced a new crosswalk procedure in conjunction with the help of the RPD.

Measures of Success:

- ✓ Training of all staff and students completed by end of September 2017.
- ✓ Safety Audit and Action Plan will be successfully completed annually.

SIP Goal #3:

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

Strategy #1:

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

Activities:

- Implement the Communication Plan 2017 - 18
- RHS will host fall conferences for parents to discuss student progress.
- RHS will host an incoming 9th grade parent night in the spring.
- All staff will post weekly updates within Skyward and major assignment due dates ahead of schedule.

Measures of Success:

- ✓ Administrative review of teacher webpages and grade book entries.
- ✓ Parent survey of communication practices.

Strategy #2:

Provide opportunities for parent and patron involvement at all schools.

Activities:

- English will host a Poetry Out Loud Competition for the community of learners and the public. Within the classroom setting, they will include parent feedback and interaction.
- Physical Education regularly collaborates with United States Military representatives, Mental Health professionals and community leaders to development meaningful teachings. Physical Education holds a community invitational for families, staff and community to provide experiences within the department.
- Career and Technical Education, including STEM, strives to achieve partnerships with community professionals through the development with skills and experiences within the industry. Through the advisory board CTE invites communication from families, staff and community regarding development of courses. Through the advisory board focus on current professional practices within specific courses and developing future course offerings.
- Community members are invited to participate in the Senior Board Presentations, Fall Fair, and other College and Career focused events held at RHS.

Measure of Success

- ✓ Annual increase in the number of community and business partners collaborating with the district.

SIP Goal #4:

Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.

Strategy #1:

Implement an inclusion model for our Special Education students.

Activities:

- Develop co-teaching teams for 3 inclusion classrooms in Math and English.
- Support Special Education students in the least restrictive environment (general ed classes) with modifications and accommodations.
- Develop an inclusive model where Special Education students don't feel labeled or stigmatized.

Measure of Success

- ✓ Increase the student growth data for our special education students on classroom-based assessments and iReady assessments.

Strategy #2:

Analyze academic and discipline data for gaps. Develop strategies to narrow identified gaps.

Activities:

- Implement the Downhill Challenge to staff, where they proactively reach out to the students and their families when students start to decline in class. They will form a proactive plan early so supports can be put into place before a student is failing a class.
- Semester grades are analyzed, students with failing percentages are provided individualized opportunities for credit recovery. Fees are reduced for students on the federal Free/Reduced Lunch program.
- In the spring, review academic and discipline data for groups.

Measure of Success

- ✓ A decrease in the number of "F's" per semester.
- ✓ Participation and performance in AP programs will be consistent for all groups.
- ✓ Discipline data for sub-groups will not exceed double representation of their population size.

Strategy #3:

Implement a system-wide process for identifying and supporting struggling students.

Activities:

- Counselors identify students with multiple failing grades throughout the semester and provide individual academic counseling.
- Based on final grades and teacher input, students are placed into Academic Success classes to improve skills and earn credit.
- Students are assigned to math and English classes based on prior year's assessment data to allow for additional classroom interventions and support.

Measure of Success

- ✓ Number of credits recovered throughout the year (75% recovered)
- ✓ On-time graduation rates increased to 91%
- ✓ Annual increase in the number of students accessing individualized learning pathways.

Data Tables:

STATE TEST SCORES - ELA										
Grade	3	4	5	6	7	8	9	10	11	12
Overall									50	
Male									66.6	
Female									40	
Low Income										
Special Education										
Hispanic/Latino										
American Indian										
Asian										
Black/African American										
Native Hawaiian										
White									100	
Two or more races										

STATE TEST SCORES - MATH											
Grade	3	4	5	6	7	8	9	10	11	12	
Overall									29.7		
Male									34.3		
Female									23.4		
Low Income									15.3		
Special Education											
Hispanic/Latino											
American Indian											
Asian											
Black/African American											
Native Hawaiian											
White									36.3		
Two or more races											

STATE TEST SCORES - SCIENCE								EOC - BIOLOGY			
Grade	3	4	5	6	7	8	9	10	11	12	
Overall									76.9		
Male									76.3		
Female									77.6		
Low Income									64.1		
Special Education									21.0		
Hispanic/Latino									70.5		
American Indian											
Asian											
Black/African American											
Native Hawaiian											
White									80.1		
Two or more races											

SCHOOL DISCIPLINE DATA

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Office referrals										192	249	158	140
Male										44	48	43	24
Female										17	25	15	27
Low Income										25	26	19	10
ELL										3	2	3	0
Special Education										6	10	9	0
Section 504										5	2	6	4
Hispanic/Latino										6	5	5	5
American Indian										1	2	2	3
Asian										2	3	3	0
Black/African American										1	7	4	4
Native Hawaiian										0	1	2	1
White										59	68	55	46
Two or more races										2	8	5	3

ADVANCED PLACEMENT		
Course Title	Participation	Achievement
Studio Art: Drawing Portfolio	6	83%
English Language and Composition	22	41%
English Literature and Composition	27	70%
Human Geography	56	39%
Psychology	20	70%
United States Government and Politics	25	28%
United States History	8	25%
Calculus AB	21	71%
Calculus BC	1	100%
Statistics	1	100%
Biology	15	66%
Chemistry	21	33%