



RIDGEFIELD SCHOOL DISTRICT

unlimited possibilities

School Improvement Plan (SIP) 2017-2018

School Name: VIEW RIDGE MIDDLE SCHOOL

Principal: TONY SMITH

Date Plan Completed: 9/22/17

Team Members:

Tony Smith, Principal
Brian Heim, Assistant Principal
Tyler Hankins, Electives Leadership Team Rep
Justin Nelson, Social Studies Leadership Rep
Courtney Thompson, English Leadership Rep
Katie James, Science Leadership Rep
Nam Nguyen, Math Leadership Rep
Elisa Smith, TOSA for Professional Development

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:

View Ridge Middle School continued to exceed state norms for overall student performance on state assessments during the 2016-17 school year. In particular our students showed well on the science Measurements of Academic Progress in 8th grade as well as posting our best passing rate ever on the Smarter Balanced Assessment for 8th grade math.

Efforts to improve student achievement in recent years at View Ridge Middle School have included the following:

- Implementation of a Positive Behavioral Intervention and Support system to define, teach, and reinforce behaviors that produce a learning focused environment. In 2016-17 we utilized a targeted check-in/check-out system for students struggling with problematic behaviors.
- Establishment of Excel Time, a period in the school day in which students underperforming grade level expectations receive targeted intervention; and students at or above grade level take part in engaging academic enrichment options.
- Utilization of the Professional Learning Community approach to collaborative teaming amongst subject area colleagues. In 2016-17 the focus of this work was on prioritizing and organizing standards within content teams.
- Utilization of interdisciplinary core teams (English, science, math, and social studies) to foster a collaborative multidisciplinary approach to student success.
- Development of a Science Technology Engineering and Math (STEM) program in which all students take at least one full year of instruction in cutting edge applied science that integrates these five domains.
- Implementation of after school Math and Language Arts tutoring.
- Commitment to a social/emotional education and guidance system delivered during Rebel Time.
- Providing opportunities for students to showcase their work through Art Night, National History Day, and other performance venues

School Vision:

View Ridge has articulated a vision that delineates integral pieces it is putting in place to fulfill the mission below. This includes a vision that supports our work in developing character in our students, ensuring high academic outcomes, supporting a collaborative culture, and a focus on high school and beyond.

School Mission:

Together, View Ridge Middle School will prepare all students for high school and beyond by ensuring high levels of character development and academic achievement.

Student enrollment and demographics:

Student Demographics		
Enrollment		
October 2016 Student Count		427
May 2017 Student Count		433
Gender (October 2016)		
Male	216	50.6%
Female	211	49.4%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	49	11.5%
Asian	6	1.4%
Black / African American	3	0.7%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	344	80.6%
Two or More Races	24	5.6%
Special Programs		
Free or Reduced-Price Meals (May 2017)	104	24.0%
Special Education (May 2017)	44	10.2%
Transitional Bilingual (May 2017)	11	2.5%
Migrant (May 2017)	1	0.2%
Section 504 (May 2017)	20	4.6%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	411	0.6%

Information on Homeless Students may be found [here](#)

Teacher Information (2016-17) (more info)	
Classroom Teachers	22
Asian	2
Native Hawaiian / Other Pacific Islander	1
White	19
Average Years of Teacher Experience	10.1
Asian	10.5
Native Hawaiian / Other Pacific Islander	5.8
White	10.3
Teachers with at least a Master's Degree	81.8%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

OSPI - School Improvement:

- Yes Step: 3 (Include school plan of improvement specific to school)
- No

Building Budget:

ACCOUNT	2015-16	2016-17	2017-18
Learning Resources (Library)	\$1,950	\$4,700	\$6,615
Principal's Office	\$11,628	\$5,000	\$3,500
Guidance and Counseling	\$200	\$500	\$600
Health Related Services	\$300	\$350	\$490
Teaching	\$23,050	\$32,950	\$30,355
Professional Development	\$0	\$7,290	\$15,200
TOTAL	\$37,128	\$50,790	\$56,760

Volunteer Opportunities:

View Ridge utilizes volunteers from our Ridgefield Boosters, which supports both high school and middle school activities. Parent volunteers also assist in our STEM classes as career speakers and run our Rebel Den. Student leaders and parents volunteer their time to support Assurance Day (new student orientation), assemblies, and other school activities. National Junior Honor Society members complete a required number of service hours, and many of them do this by serving the school in some capacity. View Ridge students and staff also participate in a yearly Service Day. Students and teachers complete various service projects throughout the school, district, and community.

Special Offering:

View Ridge's academic program is traditional with a few enhancements. Elective options for students are STEM, PE/Health, Art, Band, and Choir. All students leave VR having experienced STEM, PE/Health, and a fine or performing Art. Students are able to participate in STEM, our most unique program, Band and Choir both in the 7th and 8th grade. We are excited this year to expand our elective offerings to include French and drama. Excel period offers a variety of enrichment courses for students who are at or above grade level in reading and math.

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.

View Ridge has committed to enhancing its use of the Professional Learning Communities model for collaboration this school year. Teacher teams are the bedrock of this model. The following teams, comprised of teaching staff, are the driving force behind our work:

- *Building Leadership Team*-guides general decision making in the building and leads the process of content teams in a continuous cycle of learning, assessment, reflection, and improvement

- *Interdisciplinary Teams* (A, B, C)-core content teams of that share a common set of students and provide specialized student support collaboratively to their students
- *School Improvement Teams* (Goal 1, Goal 2, Goal 3, and Goal 4)-guide the process of working on our school-wide goals contained in this document throughout the year

Data Analysis:

Grade Level Trends (same grade level, different students, past three years)

SBA ELA	2014-15	2015-16	2016-17	3 Yr Trend
7th	64.7%	66.1%	70.4%	5.7%
8th	66.6%	71%	64.5%	-2.1%

SBA MATH	2014-15	2015-16	2016-17	3 Yr. Trend
7th	61.7%	65%	60.7%	-1%
8th	50.5%	55.7%	56.9%	5.4%

SBA SCIENCE	2014-15	2015-16	2016-17	3 Yr. Trend
7th	72%	74.2%	77.2%	5.2%

Cohort Trends (same cohort, past three years' results)

SBA ELA	2014-15	2015-16	2016-17	3 Yr Trend
7th	55.20%	71.40%	70.70%	15.50%
8th	70.50%	66.10%	64.50%	-6.00%
9th	64.70%	71.00%		6.30%

SBA MATH	2014-15	2015-16	2016-17	3 Yr. Trend
7th	54.10%	71.20%	60.70%	6.60%
8th	67.70%	65.00%	56.90%	-10.80%
9th	61.70%	55.70%		-6.00%

SIP Goal #1:

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

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. View Ridge will implement a standards based grading system in the 2017-18 school year, which will more tightly align teacher, student, and parent focus on meeting and exceeding standard by articulating grades connected to standards..

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- o Finalize staff training on standards based grading in August TRI days
- o Host 3 parent information nights on new system in September, October, and November
- o Develop and deliver student lesson on new system and teach in Rebel Time
- o Ongoing professional development to support effective use of standards based grading practices
- o Collaborative time for content teams to come to agreed-upon definitions and evidence of student proficiency on standards
- o Professional development and collaborative development of strategies to engage students in self-assessment

Measure of Success *(How will you know you are successful?)*

- o Survey staff members regarding SBG (confidence levels) at the end of 1st Quarter. All staff can articulate their strengths and areas of growth.
- o Survey students and parents regarding their understanding of SBG practices at the end of the 1st and 4th quarters. All students and parents will have a basic understanding of SBG practices by the end of 4th quarter. Students and parents who do not have a basic understanding will be offered additional resources.
- o Schedule of ongoing professional development at least once per quarter based on staff survey.
- o All content teams complete the Power Standards document and create common assessments and rubrics for each Power Standard.
- o All content teams will engage students in at least one common self-assessment each quarter.

Strategy #2: Align resources for classroom support, professional development, and implementation of best practices that are proven to increase success for all students, focusing on Project Based Learning.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- o All staff development on project based learning
- o Content teams given collaborative time to develop and plan for project based lessons and units
- o Project based learning will be piloted within content or cross curricular teams
- o School visitation to Camas PBL school to see the facilitation and structures need to

implement PBL in November or December

Measure of Success *(How will you know you are successful?)*

- o Staff has a common understanding of what project based learning is
- o Teams have 1 or more PBL lesson developed and/ or implemented by end of third quarter
- o Teachers and students reflect on project based units and or lessons

SIP Goal #2:

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

Strategy #1: Implement Positive Behavioral Interventions and Supports, focusing on improving data collection on student behavior using Refocus system documents.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- o Continued training in the use of the Refocus Documents
- o Tri-Day professional development
- o Continued logging of refocus data on a shared spreadsheet
- o Weekly data collection, analysis and followup
- o Monthly PBIS meeting with a focus on Refocus data and student problem solving
- o Explore implementation of restorative practice

Measure of Success *(How will you know you are successful?)*

- o 20% reduction in specific student refocus
- o A reduction in students requiring CHICO (Check in Check Out)
- o 15% reduction in office referrals per student from 2016-17 to 2017-18

Strategy #2: _ Implement Positive Behavioral Interventions and Supports, focusing on transitioning from the REBS framework to the RSD Success Bound framework (3 Rs).

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- o Reorganize the 3 R's matrix
- o Have 3R's posters made and ready to be displayed
- o Identify specific school-wide vocabulary around behaviors to reinforce expectations (examples: voice level numbering system, STAR/SLANT for body language)
- o Review REBS beginning of year lessons and improve for student engagement and reflection
- o Utilization of Assurance Day to transition new 7th graders into our school

Measure of Success *(How will you know you are successful?)*

- o 3R's matrix will be completed
- o Improved REBS lessons completed (change of name from REBS)
- o Professional development about the 3R's will be provided to staff
- o 3R's posters will be completed
- o Success Bound implementation in 2018-19 school year (5-6 and 7-8 schools will use same framework)

SIP Goal #3:

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

Strategy #1: Provide opportunities for parent and patron involvement at View Ridge Middle Schools.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- Host Take Your Parent to School Day, collaborate with other schools to implement
- Implement ASB fundraisers that partner with community organizations and businesses
- Adopt a Family for the Holidays

Measure of Success *(How will you know you are successful?)*

- The day takes place, increase parent participation from last year to 35 parents (from 24 last year)
- Fundraiser represents local businesses
- All students in the school are involved in at least one fundraiser
- A family in need has resources for the holidays from VRMS students/teachers

Strategy #2: Establish educational partnerships to leverage enhanced opportunities for all students.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- Partner with school support organizations to increase field experiences for students
- Implement View Ridge Day of Service, partnering with our Parent Advisory Committee
- Each content area develops a community engagement strategy
- Invite community individuals to the school to present to students life experience and how education in different subject areas are important-real world connections for students to the community and life situations
- Subject area display nights (NHD, Science Fair, Artistry etc.)

Measure of Success *(How will you know you are successful?)*

- Participation, feedback from attendees
- Specific subject area teachers/classes invite and have different presenters to talk about their work related to that subject
- Student confidence in speaking to community members grow
- Community members can see what different subject areas are doing

SIP Goal #4:

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

Strategy #1: Analyze academic and discipline data for disparate gaps. Develop strategies to narrow identified gaps.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- Transition to a system of utilizing classroom common formative assessment data to assign placement and deliver interventions for struggling students
- Provide students with tailored curricula suited to their academic needs in English and Math, both intervention curricula (Read Naturally, Rewards, Ready Math) and Enrichment curricula.
- Define common expectations & goals for intervention & enrichment courses
- Development of true intervention/enrichment units/curricula.
- Professional development in utilizing different curricula, working with different levels of students
- Assess success of EXCEL program reflecting on 2016-17 data
- Develop ongoing evaluation of success process for Excel this year

Measure of Success *(How will you know you are successful?)*

- Classroom common assessments are factored into placing students accurately in standards based intervention/enrichment courses.
- Students are placed timely and accurately in EXCEL groups
- Students are showing growth, teachers have adequate materials and training to carry out curriculum
- Written guidelines and expectations for intervention and enrichment in place and shared with all
- Release time is utilized to plan interventions
- Necessary professional development has been identified by staff, provided for appropriate staff members and used to improve EXCEL instruction
- Evaluation system for Excel is developed

Strategy #2: Increase awareness of and develop programs that support the unique needs of targeted identified sub-group populations.

Activities: *(Specific steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.)*

- Implement a “cluster” model of supporting Highly Capable and English Language Learner populations in ELA
- Provide professional development to support instructional practices supportive of Highly Capable, English Language Learner, and special education populations
- Create awareness of and foster support for identified subgroups not only from school staff, but also students, families and community.

- o Professional Development on culturally sensitive practices to support populations at risk for academic challenges

Measure of Success *(How will you know you are successful?)*

- o Students are showing growth on varied assessments as a direct result of this model
- o Teachers are given training, time and tools to support these learners
- o The whole VRMS community demonstrates behavior that is inclusive and supportive towards sub-groups here
- o Reduction of achievement gap between these groups and the whole population

OSPI Designated School of Improvement:

Yes (Step # 3)

STATE TEST SCORES - ELA											
Grade	3	4	5	6	7	8	9	10	11	12	
Overall					70.7	64.5					
Male					62.8	57.2					
Female					79.2	71					
Low Income					66.6	46.5					
Special Education					35.2	9					
Hispanic/Latino					66	61.1					
American Indian					NA	NA					
Asian					NA	NA					
Black/African American					NA	NA					
Native Hawaiian					NA	NA					
White					69.6	63.9					
Two or more races					NA	NA					

STATE TEST SCORES - MATH											
Grade	3	4	5	6	7	8	9	10	11	12	
Overall					60.7	56.9					
Male					56.6	55.7					
Female					65	57.9					
Low Income					57.8	32.5					
Special Education					<=5	<=5					
Hispanic/Latino					42.4	55.5					
American Indian					NA	NA					
Asian					NA	NA					
Black/African American					NA	NA					
Native Hawaiian					NA	NA					
White					64.8	55.9					
Two or more races					NA	NA					

STATE TEST SCORES - SCIENCE								EOC - BIOLOGY			
Grade	3	4	5	6	7	8	9	10	11	12	
Overall						77.2					
Male						75.7					
Female						78.5					
Low Income						60.4					
Special Education						22.7					
Hispanic/Latino						72.2					
American Indian						NA					
Asian						NA					
Black/African American						NA					
Native Hawaiian						NA					
White						77.3					
Two or more races						NA					

SCHOOL DISCIPLINE DATA													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Office referrals								167	299				
Male								52	53				
Female								32	50				
Low Income								24	33				
ELL								0	2				
Special Education								7	12				
Section 504								4	10				
Hispanic/Latino								14	8				
American Indian								0	3				
Asian								5	3				
Black/African American								1	1				
Native Hawaiian								2	1				
White								80	101				
Two or more races								3	6				

ADVANCED PLACEMENT		
Course Title	Participation	Achievement