

# **SY 2022-2023 Comprehensive School Improvement Plan**

## **Fall Report**

**Ridgeline Middle School**  
*Principal Craig Curry*

**10/25/2022**

**WSIF Support Status:** Support Tier 1 (Score 5.5)

**School Grade Span:** 6-8

**Enrollment:** 577

**FRPL Percentage:** 46%

**Special Education Percentage:** 15%

**Multilingual Learner Percentage:** 2%

### **School Improvement Planning Team Members:**

Governance and Leadership Team: Thomas Albertson (YEA Rep), Erin Baar (Art Teacher), Emily Barclift (Math Teacher), Christian Kerrigan (Social Studies Teacher), Sarah Johnson (Math Teacher), Michelle Jones (Support Teacher), Tabatha Sand (Math Teacher), Anthony Quichocho (Assistant Principal), Craig Curry (Principal)

### **School Improvement Planning Team Meeting Dates:**

Aug 23-24, Sept 14, Sept 29, Oct 12, Oct 27, Nov 9, Nov 24, Dec 14, Jan 11, Jan 26, Feb 8, Feb 23, March 8, March 30, April 12, April 27, May 10, May 25

### **School Data Analysis**

While we have pockets of effective Tier 1 instructional practices and Tier 2 re-teaching and intervention practices, we have been inconsistent in the capacity and impact of our implementation and execution. We are working this year to strengthen and deepen our ability to execute Tier 1 at a high level so that our consistency will improve our impact.

## CSIP SMARTIE Goals

SMARTIE Goals are Strategic, Measurable, Ambitious, Realistic, Time-Bound, Inclusive, Equitable

*SMARTIE Goal 1 addresses tier 1 instruction, increasing the impact of initial classroom instruction.*

**Goal 1:** By the May of the 2022-2023 school year 100% of Ridgeline staff will be regularly executing all three levels of Costa's Higher Levels of Thinking and Questioning in classroom inquiry and collaboration strategies and bring evidence to share and reflect on quarterly on student work samples, resulting in an increase in mastery in Fast aRead by 10 percentage points (44.8% to 56%) and aMath by 12 percentage points (30.6% to 42%) from Fall to Spring and to reduce disproportionality for our students on IEPs. This will be measured qualitatively by classroom walk-throughs, teacher surveys, gallery walks of student samples, and PLC work. It will be measured quantitatively by benchmark scores.

*SMARTIE Goal 2 addresses culture of belonging and improving student social and emotional competence and wellness.*

**Goal 2:** By March 6, 2022, after the Spring Belonging Survey is complete, we will have improved our percentage of students in the "Environment Mostly Promotes Belonging" and "Environment Promotes Belonging" range from 27% to 50% or above. This will be achieved through strategies for creating a culture of belonging through classrooms and building systems: specifically, 1) the techniques in Removing Labels: 40 Techniques to Disrupt Negative Expectations About Students and Schools, our staff book study for the 22-23 school year; 2) the mentality and perspectives in Belonging Through a Culture of Dignity, in which we study and reference selected chapters; 3) the "Strategies That Honor Dignity" and the "Strategies for Addressing Specific Domains" from the Cobb and Krownapple book. The work will be led by the MTSS team and will also include measures from SAEBRS and the DESSA assessments.

*SMARTIE Goal 3 addresses a targeted student group and improving outcomes for a student group with a demonstrated need for academic or SEL support (based on disaggregated data).*

**Goal 3:** Students who previously scored a 2 on the 2022 SBA will score Proficient or Advanced on the 2023 SBA and also achieve FAST scores predictive of their scoring Proficient on the SBA. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity (with a focus on Hispanic students), as well as equitable outcomes for students on an IEP. This will be achieved by teachers selecting a group of 5-7 students of focus, ensuring that they 1) daily receive "the business

end" of our RMS 5 Tier 1 Instructional Practices (including Costa's Levels of Thinking), 2) weekly receive the re-teaching and effective Tier 2 interventions needed; and 3) weekly receive connection and SEL care from the teachers and staff who selected them.

## Root Cause Analysis

### Lesson Preparation And Implementation Root Causes

The need to attend more to time management and pacing in a lesson so that all lesson segments can be covered, and each lesson has an intentional entry task, communicates with clarity the learning intentions and success criteria, provides tasks requires students talk and higher level thinking, and ends with summary learning or optimistic closure.

### Essential Routines And Procedures Root Causes

The same Tier 1 practices can be executed differently in different classrooms, and a root cause may be that we need more consistency in execution and tighter transitions. This is why our goal is to strengthen and deepen the same 5 Tier 1 practices we began last year.

### Engagement And Responding To Learner Needs Root Causes

We need to strengthen our re-teaching and intervention in the classroom, especially through error analysis and teaching students to correct or revise their thinking. We have had pockets of relying too heavily on STORM Time (intervention time) for re-teaching.

### Additional Root Causes Has Your Team Identified

Our teaching teams (grade level PLCs) vary in capacity and impact, and we need to work to strengthen consistency and keeping the focus on instructional adaptation in response to data and student work samples and be careful not to be heavy on collaboration on planning, goals and scope and sequence. Our Embedded Support teams have worked to strengthen support to students in ELA and train paras for more effective impact. We also need to strengthen our approach to teaching fundamental reading skills for students reading at a K-3 level.

### Areas Of Strength Have You Identified In Your School After Reviewing The Data

We are achieving growth with students, especially our students at or near the strategic level, and we have an opportunity to significantly change our outcomes if we can leverage student relationships to maximize learning and growth for these students.

## Student Populations

### Key Takeaways About Student Group Performance on State and District Assessments

According to our WSIF data, we are underperforming with our Hispanic/Latinx students, our Native students, our low income students, and our students with disabilities. There is also disproportionality in discipline and grade data for our students with IEPs, though pockets are showing growth and pass rates above their benchmark scores.

### Description Of A Typical Student, Representative Of The Student Population

11/4/2022

### Strengths Of A Typical Student At The School

Where they may not excel in the classroom, they have other gifts, such as showing animals, jujitsu, artistic expression, songwriting, et al. They have intellectual gifts that often do not present in academic learning. They want to be seen and heard by their teachers and adults at school, and where they are seen and heard they are more successful. Where they may not be able always to write cogently, they can speak so and can demonstrate their learning in different ways. They have the capacity for higher level thinking, though not always the skills to express it. They are working hard to improve and to impress their teachers and adults in the building.

### Challenges Faced By A Typical Student At The School

They have moderate to high levels of anxiety. They have home lives that can be challenging but those who lack support or time from parents look for connection and validation from adults at school. They may have learning challenges but they can overcome them with time, effort, and support.

### Important Relationships In The Life Of A Typical Student At The School

Family, teachers, counselors, classified staff, principals

## **Educators**

### **District Vision And Equity Statement In School Culture And Activities**

The vision is seen in our high belief and high expectations in students and in our High School and Beyond Planning and Xello Lessons. During Family Meeting time, we engage students in lessons on college and career awareness and readiness. We call 6th graders Class of 2029, 7th 2028, and 8th 2027.

### **Professional Development Staff Need To Strengthen Implementation Of Evidence Based Practice**

Grading guidance and training, PLC guidance and training, Classroom climate/relationships development/coaching, Classroom routines and procedures development/coaching, Student voice and engagement development/coaching, Embedded support, scaffolding, and differentiation development/coaching

### **Additional Professional Learning And Support**

AVID Costa's Levels of Thinking and Questioning, RMS Tier 1 Practices, Removing Labels book study on techniques to create a culture of belonging.

### **Metrics To Monitor Impact Of Professional Learning On Teacher/Staff Practice**

Student work samples and classroom walk-throughs for AVID Costa's and Tier 1 practices feedback, PLC observation and feedback, Benchmark data, and progress monitoring data

### **Existing Professional Learning And Support**

RMS 5 Tier 1 practices and Removing Labels book study

### **Metrics Used To Measure The Effect Of Professional Learning And Support Listed Above**

Student work samples and classroom walk-throughs for AVID Costa's and Tier 1 practices feedback, PLC observation and feedback, Benchmark data, and progress monitoring data

## Systems Of Support

### MTSS Areas Of Strength

The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, The ITeam process effectively identifies targeted and intensive supports for students

### Additional Areas Of Strength

Looking at data and identifying needs and solutions

### MTSS Areas To Be Strengthened

The MTSS Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, An effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam referrals, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system., Teachers understand the school's MTSS system and know how to access supports.

### Individual(s)/Team Responsible For Identifying Areas Of Strength And Improvement

The MTSS Building Implementation Team, The building governance team

### Plan For Strengthening Schools Systems Of Support To Meet Student Needs

By continuing to strengthen Tier 1 so we have more manageable Tier 2 and Tier 3 needs

### School And Community Interaction In Creating A Continuum Of Supports For Students

Our Justice Team (AP, Intervention Room Supervisor, Restorative Specialist, and Student Supervisor) regularly track student interventions on the Office Intervention Tracker; the Community Outreach Specialist tracks data; counselors track data; this is used to plan interventions and supports

### Family And Community Engagement/Partnership Strengths And Opportunities

We have a strong Booster Club. We have started Watch D.O.G.S. We hold Coffees with the Principal. We are planning Student Friday Forums to collect student voice. We have teachers inviting parents in to view student presentations. We will build and grow these efforts.

## Needs Assessment

### State Data Sources

State: Washington School Improvement Framework, State: Smarter Balanced Assessment/Interim Assessment Blocks, State: Student Growth Percentiles

### District Data Sources

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

### Additional Data Sources

Community: Access requests to community resources (food pantry, calls to crisis centers, hospital visits, homelessness, etc.), School & Classroom: Discipline Data, School & Classroom: Exclusion Data, School & Classroom: Stakeholder Communication

### Disproportionality Data Sources

Special Education Eligibility and Qualification, Special Education Placement Data (LRE), Discipline, Exclusion, Disproportionality data were not used.

### Outcome of Root Cause Analysis

While we have pockets of effective Tier 1 instructional practices and Tier 2 re-teaching and intervention practices, we have been inconsistent in the capacity and impact of our implementation and execution. We are working this year to strengthen and deepen our ability to execute Tier 1 at a high level so that our consistency will improve our impact.



### **SMARTIE Goal 1: Tier 1 Instruction**

By the May of the 2022-2023 school year 100% of Ridgeline staff will be regularly executing all three levels of Costa's Higher Levels of Thinking and Questioning in classroom inquiry and collaboration strategies and bring evidence to share and reflect on quarterly on student work samples, resulting in an increase in mastery in Fast aRead by 10 percentage points (44.8% to 56%) and aMath by 12 percentage points (30.6% to 42%) from Fall to Spring and to reduce disproportionality for our students on IEPs. This will be measured qualitatively by classroom walk-throughs, teacher surveys, gallery walks of student samples, and PLC work. It will be measured quantitatively by benchmark scores.

#### **Metrics Used To Measure Impact Of Goal 1 Activities**

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: Amplify Science, Surveys and Classroom Walk-Throughs

#### **Frequency Of Monitoring Goal 1 Activities**

<<Activity monitoring for Goal 1 will occur>>

#### **Additional Data Collection To Measure Impact Of Goal 1 Activities**

Student Survey Data, Teacher Survey Data, Classroom Walk-Through Data, Progress Monitoring and Teacher Assessment Data. Benchmark Data, and ultimately State Assessment Data

#### **Additional Steps To Monitor Impact Of Goal 1 Activities**

I will get feedback from the AVID Site Team and make adjustments to the plan as needed.

#### **Goal 1 Budget Needs**

We already purchased student and staff AVID materials.

#### **Goal 1 Budget Sources**

Building materials and supplies budget

## **SMARTIE Goal 2: Culture of Belonging**

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### **Metrics Used To Measure Impact Of Goal 2 Activities**

District: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: DESSA (GR K-8), District: Belonging Survey

### **Frequency Of Monitoring Goal 2 Activities**

Monthly, Sometimes bi-weekly

### **Additional Data Collection To Measure Impact Of Goal 2 Activities**

Progress monitoring through teacher observation conversations and PLC observations, as well as conduct student surveys beyond the student voice forums

### **Additional Steps To Monitor Impact Of Goal 2 Activities**

Progress monitoring through teacher observation conversations and PLC observations, as well as conduct student surveys beyond the student voice forums

### **Goal 2 Budget Needs**

The only needed budget will be when the MTSS team has to timesheet meetings outside of the contract day and money for the Staff Challenge Coins.

### **Goal 2 Budget Sources**

Building Budget

### **SMARTIE Goal 3: Targeted Student Support**

Students who previously scored a 2 on the 2022 SBA will score Proficient or Advanced on the 2023 SBA and also achieve FAST scores predictive of their scoring Proficient on the SBA. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity (with a focus on Hispanic students), as well as equitable outcomes for students on an IEP. This will be achieved by teachers selecting a group of 5-7 students of focus, ensuring that they 1) daily receive "the business end" of our RMS 5 Tier 1 Instructional Practices (including Costa's Levels of Thinking), 2) weekly receive the re-teaching and effective Tier 2 interventions needed; and 3) weekly receive connection and SEL care from the teachers and staff who selected them.

#### **Metrics Used To Measure Impact Of Goal 3 Activities**

District: FAST- aRead, aMath (GR 2-10), District: Progress Monitoring Data, District: SAEBRS (GR 2-12), District: Belonging Survey

#### **Frequency Of Monitoring Goal 3 Activities**

Monthly, Some months will be bi-weekly

#### **Additional Data Collection To Measure Impact Of Goal 3 Activities**

Individual Student Feedback

#### **Additional Steps To Monitor Impact Of Goal 3 Activities**

Individual Student Coaching and Interviews

#### **Goal 3 Budget Needs**

N/A

#### **Goal 3 Budget Sources**

N/A