

RMS CSIP 2021

Section 13: PLAN	
SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)	
Goal/Priority #1 (G1)	<p>Low Income Students Goal: The RMS WSIF score for low income students will raise to 5.0 or higher overall combined the 2021 WSIF release, up to at least 4.5 in ELA and to at least 5.5 in math. This will be achieved through regular progress monitoring focused on a low income sub-group and classroom Kids at Hope training and responses outlined as best practices for improving the performance of low income students, including use of the “SHARE” factors from <i>Teaching With Poverty in Mind</i> (both the school-level factors: Support of the Whole Child, Hard Data, Accountability, Relationship Building, Enrichment Mindset; and the classroom level factors: Standards-Based Curriculum/Instruction, Hope Building, Arts/Athletics/Advanced Placement, Retooling of the Operating System, and Engaging Instruction focused on the Distance Learning Playbook and the “pinwheel” best practices).</p>
Goal/Priority #2 (G2)	<p>MTSS-B Goal: Ridgeline will work towards eliminating inequities, disparity, and disproportionality among all underserved populations at all levels of school-wide and classroom based systems and practices because staff will implement best practices in building positive relationships and implement Tier 1 behavior interventions in the distance learning model and in-person model. More specifically, we will focus on classroom responses to behavior that will decrease exclusionary discipline for students with IEPs and low income students.</p>
Goal/Priority #3 (G3)	<p>AVID Goal: Students at Ridgeline will view our AVID practices and expectations as “the way we do school, school-wide” and come to value them as consistent learning tools across all classes. All teachers will a) teach and use consistent, school-wide binder practices to improve student organization (in the in-person model), b) regularly use common school-wide Focused Note-Taking strategies (both digital and paper-based) to improve student learning and retention, and (if we return to in-person models) c) apply processing and Costa’s Levels of Thinking strategies to improve student thinking using Focused Note-Taking.</p>

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Section 14: DO			
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)			
14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) This will be achieved through bi-weekly progress monitoring focused on a low income sub-group and classroom responses outlined as best practices for improving the performance of low income students, including use of the “SHARE” factors from <i>Teaching With Poverty in Mind</i> (both the school-level factors: Support of the Whole Child, Hard Data, Accountability, Relationship Building, Enrichment Mindset; and the classroom level factors: Standards-Based Curriculum/Instruction, Hope Building, Arts/Athletics/Advanced Placement, Retooling of the Operating System, and Engaging Instruction).	<ul style="list-style-type: none"> • August PD days and one staff meeting per month with book study, data examination, and responses planned. • <i>Teaching With Poverty in Mind</i> would be covered in S1 and <i>Engaging With Poverty In Mind</i> in S2 	Craig Curry & the RMS Governance Team (Tim Beaudin, Kathryn Cullum, Sarah Johnson, Deanna Lucini, Jeremiah McMahan, Jennifer Nelson, Stephanie Ryder)	<ul style="list-style-type: none"> • Two books, <i>Teaching With Poverty In Mind</i> and <i>Engaging Students With Poverty In Mind</i>, a copy of all staff, each set approximately \$900, for a total of \$1,800. • Kids at Hope Training (Hope Building is part of the suggested actions in the books), approximately \$2,500.
A2) RMS staff will implement best practices in building positive relationships and implement Tier 1 behavior interventions. More specifically, we will focus on classroom responses to behavior that will decrease exclusionary discipline for students with IEPs and low income students.	August PD days, some Building–Led PLCs and one staff meeting per month with data examination, and responses planned.	Kyle O’Neil & the RMS MTSS-B Team (Jenna Fissenden – Lead, Ilyana Brewer, Erin Baar, Deanna Lucini, Scott Means, Sara Hume)	None, except possibly for outside PD as needed.
A3) All RMS teachers will a) teach and use consistent, school-wide binder practices to improve student	August PD days, some Building–Led PLCs and one staff meeting per	AVID Team Tabatha Sand – Co-Coordinator and 7 th	AVID Binders for all students D ring 3" binder SKU 79803 \$5.51

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<p>organization, b) regularly (weekly) use common school-wide Focused Note-Taking strategies to improve student learning and retention, and c) apply processing and Costa's Levels of Thinking strategies to improve student thinking using Focused Note-Taking.</p>	<p>month with data examination, and responses planned.</p>	<p>Grade AVID Elective Teacher Deanna Lucini – Co-Coordinator Amy DeMeire – 8th AVID Elective Teacher Becky Bingham – On Leave as Coordinator Erin Baar, Stacey Jansen</p>	<p>8 tab dividers SKU 12451 \$0.98</p> <p>Approximately \$5,000</p>
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Section 15a STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) <i>Study (Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	
<p>Goal 1: Progress monitoring by each teacher on sub-groups of 3-8 students who will benefit from strategies in <i>Teaching With Poverty in Mind</i>, Kids at Hope practices, and academic interventions.</p> <p>Goal 2: The MTSS-B Team will survey teachers and students, along with principals monitoring for practices through observation and feedback.</p> <p>Goal 3: The AVID team will survey staff and students, along with principals monitoring for the use of Focused Note-Taking practices through observation and feedback.</p>	<p>Goal 1: Teachers have agreed to select a sub-group for their Student Growth Goals that align with our focus on improving the achievement of low income students. Principals will monitor progress on goals through the evaluation process and through staff-wide discussions and PLC check-ins.</p> <p>Goal 2: The Tier 1 and 2 practices developed for in-building practice will be translated to distance learning practices. Students and teachers will be surveyed about their impact, and principals will monitor through observation and examining survey data to respond. The surveys will include Student 360 surveys and SAEBRS data.</p> <p>Goal 3: Binder usage will not be monitored until students are back in building. Until then, teachers will use Focused Note-Taking tools weekly. Teachers are surveyed on their comfort level and use, and students will be surveyed on the user-end experience of Focused Note Taking. Principals will monitor Focused Note Taking use in class observations and provide feedback on effectiveness.</p>