

Ridgefield High School

Home of the Spudders



School Improvement Plan 2011 - 2012

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.

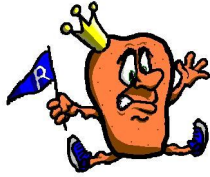


TABLE OF CONTENTS

I. SUMMARY	1
II. SCHOOL IMPROVEMENT PROCESS	2
III. DISTRICT & SCHOOL PHILOSOPHIES	3
◆ District - Vision, Mission, and Beliefs Statements	
◆ RHS – Vision, Mission, and Core Values	
IV. SCHOOL PROFILE	5
◆ Overview	
◆ Student Demographics	
◆ Teacher Information	
V. REVIEW OF SIP 2010-2011	8
VI. DATA ANALYSIS	9
◆ State Assessment (Reading, Writing, Math, Science)	
◆ Advanced Placement Courses	
◆ SAT Exam	
VII. GOALS AND ACTIVITIES FOR IMPROVEMENT	23
◆ Culture of Continual Improvement	
◆ English Departmental Plan	
◆ Math Departmental Plan	
◆ Science Departmental Plan	
◆ Social Studies Departmental Plan	
◆ Elective Department Plan	

SUMMARY

Last year improvement in cohort growth and exceeding state wide growth was documented in all areas. Our trend results in reading, writing, and science did decline; however, reading had the highest rate of student growth and science had their first positive growth rate in the past four years. Writing scores and growth were much lower than the past. All of our scores are being impacted by the increase in special education and free & reduced lunch rates. In addition, our absenteeism rate for the writing test was a little over 5% which automatically results in 5% of our student's not meeting standard. The highlight of last year's performance are indicated below

- 100% of our advanced 9th grade math students passed the Geometry test
- The margin of growth in science was positive for the first time monitored (as well as the state growth rate in science is historically negative)
- Overall math performance and growth rates for Algebra and Geometry outpaced the state wide results.
- The margin of growth in reading was 16% which was one percent higher than the state and RHS highest in four years.
- Increasing populations in Special Education, Free/Reduced Meal program, and 504 Section Accommodation is significantly affecting our performance.

Data to support this year's SIP is derived from three sources: student performance on state assessments, student participation and performance on Advanced Placement exams, and participation and performance on the SAT exam.

This year we have an increased emphasis on post-secondary readiness and improving our 9th and 10th performance on the state assessments.

Our performance goals for the 2011-12 year are based on the student growth rates for the 2011-12 High School Proficiency Exam along with SAT and AP participation and performance.

HSPE Cohort Growth

Reading: +20% (pass rate of 88.5%)
Writing: +25% (pass rate of 95%)
Math: +24% (pass rate of 80%)
Science: +11% (pass rate of 70%)

Advanced Placement

Participation 80 test takers and 11% of population
Performance 60% of overall takers score 3+ / improvement in all classes

SAT

Participation 100 test takers and 14% of population
Performance 2011 Statewide Mean (Reading 523, Math 529, Writing 508)

SIP PROCESS

Our process to generate the 2011-2012 SIP has been modeled from the past few years of work. Our model was conceived with the accreditation process for the school a few years ago. As a staff, we spent part of our August in-service processing the needs of our building to improve student learning. In addition, we have used some staff meeting and collaboration time to develop school wide activities and departmental tasks. Individual goals and activities for each area have been identified. Topics in the area of culture of continual improvement are those that can be implemented on a school-wide basis for improved student learning.

- Culture of Continual Improvement
- English Department
- Math Department
- Science Department
- Social Studies Department
- Elective Department

The administration, in collaboration with the departments, established targeted goals for student performance on the state assessment, Advanced Placement, and SAT tests. Our goals are focused on the following:

- 9th and 10th grade curriculum/instruction to meet the state learning targets
- 11th and 12th grade curriculum/instruction to increase post-secondary readiness

The administration authored the majority of the report with the key exception that departments individually wrote the task/activities to improve student performance in their area. As a building we have built a system-wide approach to improve the culture of learning; weekly staff collaboration on assessment for learning, increased classroom observations and dialogue on practice, and department focus on expected learning outcomes.

It is our intention that the SIP be treated as a “living document” as the school year continues. Therefore, as a staff we will be revisiting our progress and goals throughout the year.

DISTRICT AND SCHOOL PHILOSOPHIES

The Ridgefield School District and Ridgefield High School are committed to provide and support quality education for EVERY student in EVERY classroom through the DAILY practice of EVERY staff member. In that endeavor, the District and school have created a vision and mission statement.

District Vision Statement

The Ridgefield School District strives to deliver a superior educational program in a physically and emotionally safe environment preparing all students to be lifelong learners and responsible, contributing citizens. The District also strives to provide state of the art facilities.

District Mission Statement

The Ridgefield School District will develop well-rounded students having the capacity to succeed in a technologically driven global society. The School District will continue to create and sustain a safe and caring learning environment in which all students will meet or exceed state standards. The District will engage the community in school issues and seek community input in decision making.

District Belief Statements

- Every child has innate intelligence and is capable of learning.
- All students have the right to learn.
- All people can learn and do so at different rates and in different ways.
- All children will be provided an educational experience that recognizes their learning styles.
- Individuals learn and perform best in a safe, supportive and caring environment.
- In the value of individualism and diversity.
- Effective relationships grow from mutual respect and trust.
- Students, staff, parents, and community will be treated with dignity and respect.
- Positive staff morale is critical to ensure student success.
- Learning is a continuous process.
- Continuing staff education will benefit students.
- Learning provides the ability to meet future challenges.

As part of the accreditation process, the staff has indicated a need to refine our vision statement and make it relevant to our current staff. The latest vision statement for the school was created in April 2010.

High School Vision Statement

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

High School Mission Statement

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 life long learners in a safe, supportive atmosphere.

High School 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.
- Respect
- Integrity
- Academics
- Citizenship

At the beginning of this year, the teaching staff was asked to detail their understanding of the focus of Ridgefield High School. Samples of a few of their responses are listed below.

Student Centered Instruction
Data Driven Instruction
Preparing Students for Post-Secondary
High Standards and Accountability
Develop & Model Life Long Learning
Goal Oriented Collaboration
Mentorship
Campus Connections (Student, Teacher, Admin)
Relevancy to students
Respect, Organization, Attitude, Responsibility

SCHOOL PROFILE

Ridgefield School District consists of 57.5 square miles and includes the city of Ridgefield. The Columbia River provides the western boundary of the school district with the Lewis River providing the northern boundary. The borders of Battle Ground School District to the east and Vancouver School District to the south form the eastern and southern Ridgefield boundaries.

Ridgefield High School is a public high school, transitioning from rural to suburban. The school was built on the present site in the spring of 1970, with two additions completed in 1976. There are six buildings and eight portable classrooms at Ridgefield High School.

- 1) Office/Library
- 2) 100 Building (Classrooms)
- 3) 200 Building (Classrooms)
- 4) Gym/Commons
- 5) Shop (Wood Shop and Metal Shop)
- 6) Storage Barn and Greenhouse
- 7) Four (double classroom) Portables

The campus also holds multiple athletic fields: one softball field, four tennis courts, football stadium with an eight land all weather track, two soccer fields, and one football practice field.

Enrollment

Four year, comprehensive high school with grades 9-12
Approximately 729 students (October 2011)

Faculty

36 Certified
17 Classified
78.9% of teachers have at least a Master's Degree

School Organization

Six periods per day
Two - 18 week semesters
Weekly Advisory for all students

School Day

8:00 a.m. – 2:45 p.m.

Accreditation

Northwest Association of Accredited Schools

Student Demographics

Enrollment	
October 2010 Student Count	664
Gender (October 2009)	
Male	50.3%
Female	49.7%
Ethnicity (October 2009)	
American Indian/Alaskan Native	0.2%
Asian/Pacific Islander	2.4%
Black	1.1%
Hispanic	6.6%
White	88.1%
Special Programs	
Free or Reduced-Price Meals (May 2011)	29.0%
Special Education (May 2011)	10.0%
Transitional Bilingual (May 2011)	1.0%
Migrant (May 2011)	0%
Section 504 (May 2011)	1.6%
Foster Care (May 2011)	0%
Other Information	
Annual Dropout Rate (2009-10)	1.5%
On-Time Graduation Rate (2009-10)	92.0%
Extended Graduation Rate (2009-09)	94.1%
Actual Adjusted On-Time Cohort Graduation Rate (Class of 2010)	85.0%
Actual Adjusted 5-year Cohort Extended Graduation Rate (Class of 2010)	93.5%

Teacher Information (2010-11)

Classroom Teachers	38
Average Years of Teacher Experience	15.2
Teachers with at least a Master's Degree	78.9%
Total number of teachers who teach core academic classes	23
% of teachers teaching with an emergency certificate	0%
% of teacher teaching with a conditional certificate	0%
Total number of core academic classes	199
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100%
% of classes taught by teachers who do not meet NCLB HQ definition (Non-Core Area)	0%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

SPECIAL PROGRAM TRENDS

The table above presents the student demographic information for the current year. It has become more and more transparent that our student population is changing. These changes present an opportunity for us to change our instructional practices to meet the ever changing and increasing challenging hurdles to learning.

Below is a trend chart for some of our special populations. Values are given in percent of student population.

School Year	Special Education	Free / Reduced Meal	Transitional Bilingual	Section 504
2011 – 2012	11.0	31.8	TBD	3.0
2010 – 2011	10.0	29.0	1.0	1.6
2009 – 2010	10.1	24.3	1.5	1.4
2008 – 2009	7.6	19.2	1.3	No Report
2007 – 2008	6.1	15.3	1.7	No Report
2006 – 2007	6.7	17.3	1.3	No Report

REVIEW OF SIP 2010-2011 (Last Year)

The 2010-2011 SIP contained five goal areas. In each of the areas, the measurement was the performance of students on the reading, writing, math, and science state tests. The areas identified were: Culture of Continual Improvement, English Department, Social Studies Department, Math Department, and Science Department

The performance goals and actual results for the 2010-11 year were based on the student pass rates on the 2010-11 High School Proficiency Exam.

- Reading Goal – 91% pass rate (4% increase)
 Actual 85.6% (1% decrease)
- Writing Goal - 95% pass rate (2% increase)
 Actual 83.2% (10% decrease)
- Math Goal - 65% pass rate (21% increase)
 Actual EOC1 69.1% (25% increase)
 Actual EOC2 86.8% (42.8% increase)
- Science Goal - 65% pass rate (10% increase)
 Actual 54.7% (0.4% decrease)

RESULTS

Our most promising results came in the area of Math. We exceeded our goals for student performance in both the Algebra (EOC 1) and Geometry (EOC 2) tests. Comparing our students “growth” from the 8th grade with the state, our increase was double that of the state.

Although we did not meet our goal in the area of Science, this year our margin of growth from the 8th grade was positive for the first time in over five years. Furthermore, our students’ performance was 3.3% greater than in the 8th grade while the state population dropped 1.4%. The cohort entered the high school with one of lowest 8th grade scores in recent history (51.4%) and nearly matched the high school performance of our best cohort in the past five years with a 54.7% passing rate.

We did not make our goals in the area of reading and writing. In reading, our measure of growth was the highest we have experienced in the past few years. In writing, our student growth matched the state population, but our overall results were below the state average. In addition, nearly 5% of our student were absent for the writing test, and thus these count as a non pass for RHS.

Special Education performance continues to have a significant impact on our performance. As an example, none of our special education students passed the math portion of the test. Special Education pass rates for reading and writing were approximately 50% and 44% respectively.

DATA ANALYSIS

Data to support this year's SIP is derived from three sources: student performance on state assessments, Advanced Placement (AP) enrollment and performance, and SAT participation and performance. In the future, we will utilize our district measure of academic progress (MAP) testing once we gather more student data to accurately reflect student growth.

State Assessment Data

Historical student performance in the areas of reading, writing, math, and science are presented in graphical form along with a comparison to the state average. In addition, the cohort data is calculated on a growth percentage. This percentage is the increase (or decrease) for the entire cohort from middle school testing to the 10th grade test. This is also compared to the state average.

Advanced Placement

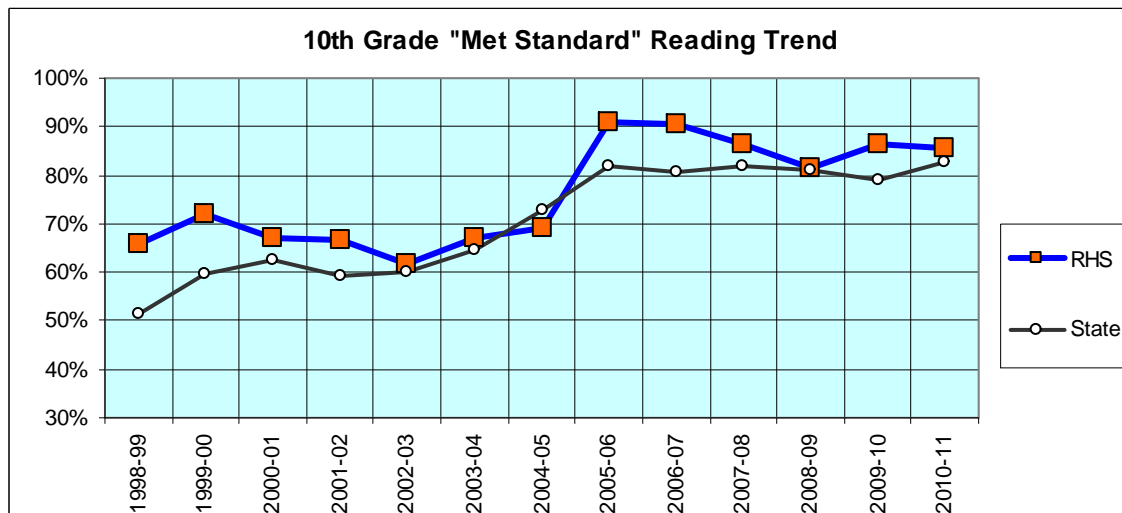
AP data is provided for the participation at RHS over the past five years. A score of a 3 or above is considered meeting standard. Student performance in each of the course areas is trended against the state average. At RHS, we offer Calculus, Chemistry, US Government, US History, English Composition and English Literature.

SAT

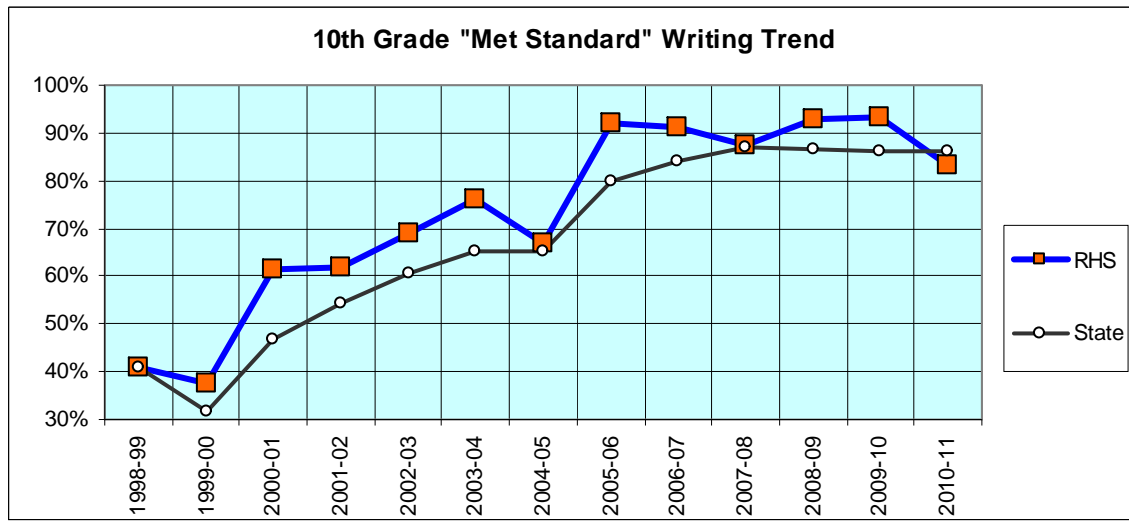
SAT performance and participation data is shown for the past five years. This test covers reading, math, and writing. Data is presented alongside the state average.

The HSPE/WASL trend graphs for reading, writing, math, and science displays the percentage of students meeting standard over the past ten or more years for the State and Ridgefield High School. The data suggests that the building has performed better than the state average in almost every year and category. The rise in the test scores in the 2005-2006 year can mostly be explained by the added requirement from the State, for students to meet the standard in order to graduate (Class of 2008).

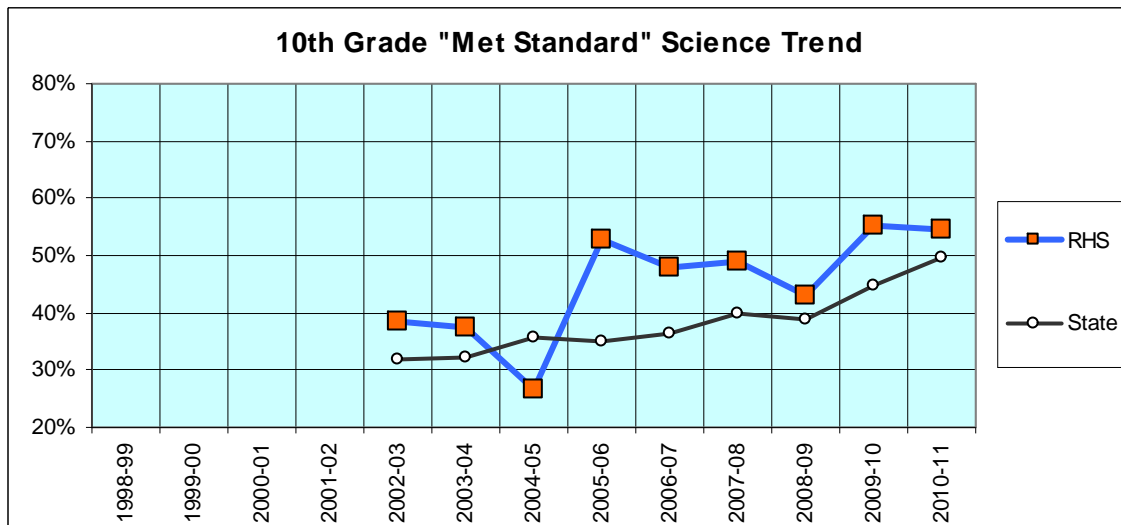
A special cautionary note should be taken when interpreting trend data. Trend data for these years do not represent the same student populations or cohort. In addition, state data always counts non-testers as not meeting standard. This treatment leads to an artificial lower pass rate than the actual test takers achieve. We choose to show the trend data and allow the non-testers to count against the data as this is the data that the community sees in all state and newspaper communications.



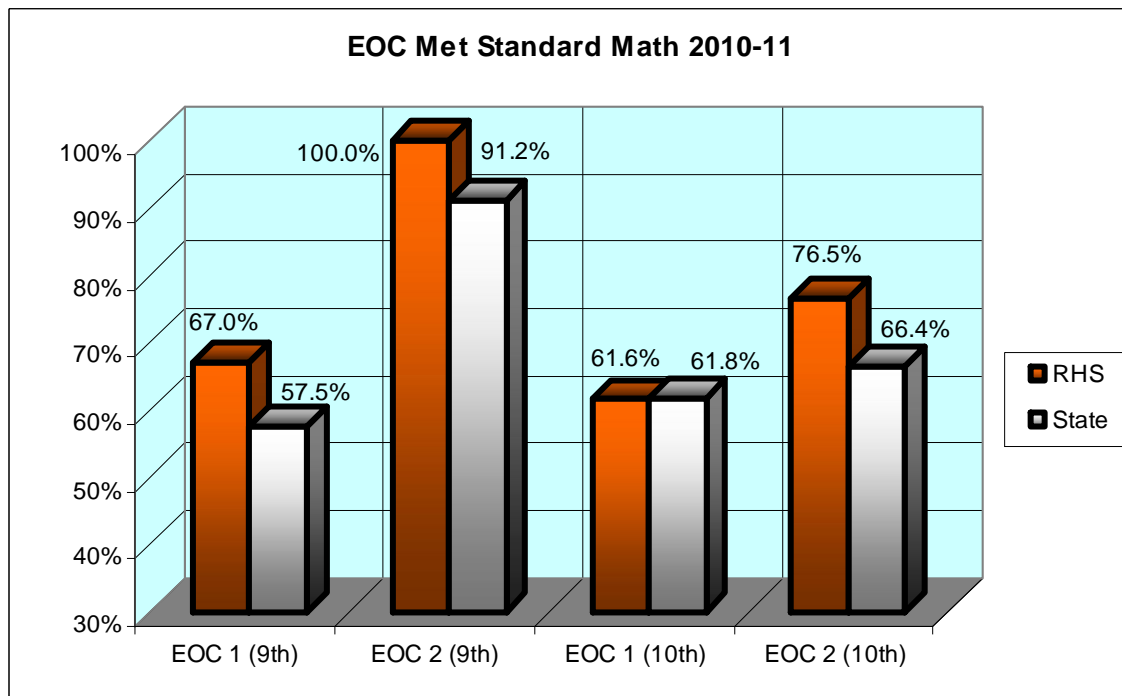
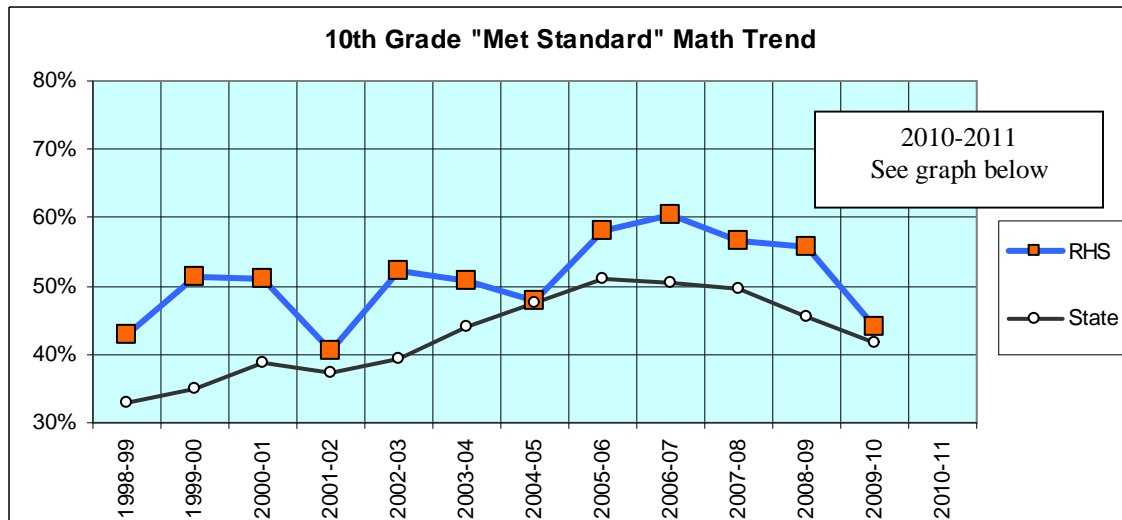
Historically, our reading scores have been above the state average. Last year our overall pass rate was 85.6% (non-special education 90.8% and special education 50%).



This past year our writing scores dropped below the state average to 83.2% (non-special education 89.4% and special education 40.9%).



Our science scores have been historically above the state average. Although our data appears to be leveling off when compared to the rising state average, the positive margin of growth data supports that last years cohort performed at a historically low level in middle school. Our overall pass rate was 54.7% (non-special education 60.3% and special education 13.6%).



The two graphs above display the trend data for math. The top graph shows the performance for RHS and the state from 1998 until 2010. Last year, the state changed the testing format to an end of course (EOC) Algebra and Geometry test. Up to this past year, RHS and the state test data for math has been declining. Another change made by the state is that the previous state math test was given to 10th graders exclusively, but now student take the test when they complete Algebra or Geometry regardless of their grade level. The EOC shows that RHS exceeded the state performance for the Geometry (EOC2) test and for 9th graders taking Algebra. The 10th grade EOC 1 results are near the state level and reflect the fact that our 10th grade special education students took this test. It should be further stated that all special education students failed to meet the math standard.

In the previous section, the trend data for state testing was provided. As noted earlier, there is a limitation to this data in the sense that we are not looking at the same group of student from year to year. Larger systems can be measured against the trend data when accompanied by the state wide data.

This section will show data to display the margin of growth of our students. Our definition of the margin of growth is to look at a consistent cohort of students by class and calculate the difference between the students meeting standard in the high school (10th or 9th grade depending on the test) and the classes scores in the middle school (8th or 7th grade depending on the subject). This difference is what we reference as growth. To further provide meaning to this number, the growth is then compared to the state wide growth for the same given state-wide cohort. Although this is not a pure statistical treatment of the data, we feel it is this value that gives us the best indicator of our strengths or weaknesses. This analysis is fairly straight forward for reading, writing, and science; however, with the introduction of mathematics end of course assessments, the data is tabulated slightly different. The term “HSPE” is utilized for all high school level tests for simplicity even though prior to 2010-2011 the test was referred to as the WASL.

Reading

Cohort/Grad Class	HSPE Test Year	Ridgefield High School			State		
		HSPE % Met Standard	MSP % Met Standard	Margin of Growth	HSPE - % Met Standard	MSP-% Met Standard	Margin of Growth
Class 2010	2007-2008	86.4	78	+8.4	81.8	70.1	+11.7
Class 2011	2008-2009	81.4	66.7	+14.7	81.2	65	+16.2
Class 2012	2009-2010	86.4	82.2	+4.2	78.9	66.3	+12.6
Class 2013	2010-2011	85.6	69.6	+16	82.3	67.5	+14.8

Last year, RHS showed the largest margin of growth in the area of reading in the past four years. The growth exceeded the state by over 1%.

Writing

Cohort/Grad Class	HSPE Test Year	Ridgefield High School			State		
		HSPE % Met Standard	MSP % Met Standard	Margin of Growth	HSPE - % Met Standard	MSP-% Met Standard	Margin of Growth
Class 2010	2007-2008	87.6	52.9	+34.7	86.8	61.2	+25.6
Class 2011	2008-2009	92.7	70.3	+22.4	86.7	64.6	+22.1
Class 2012	2009-2010	93.4	61	+32.4	86	68.4	+17.6
Class 2013	2010-2011	83.2	66.5	+16.7	86	70	+16

RHS and the state had a margin of growth of nearly 16%. For RHS, this was approximately ½ of the growth observed in two of the last three years.

Data Analysis

State Assessment – Margin of Growth

Science

Cohort/Grad Class	HSPE Test Year	Ridgefield High School			State		
		HSPE % Met Standard	MSP % Met Standard	Margin of Growth	HSPE - % Met Standard	MSP-% Met Standard	Margin of Growth
Class 2010	2007-2008	48.8	56.3	-7.5	40	42.9	-2.9
Class 2011	2008-2009	42.9	58.8	-15.9	38.8	44.6	-5.8
Class 2012	2009-2010	55.1	58.9	-3.8	44.8	48.2	-3.4
Class 2013	2010-2011	54.7	51.4	+3.3	49.7	51.1	-1.4

Last years testing cohort, Class of 2013, entered RHS as the lowest performing group in the past four years. The state growth in the area of science has always been negative and historically RHS has been too. This past year, for the first time in the past four years, RHS demonstrated a positive margin of growth, 3.3%, as well as a constant improvement over the past four years.

9th Math

Cohort/Grad Class	HSPE Test Year	Ridgefield High School			State		
		EOC Year 1 Met Standard	EOC Year 2 Met Standard	MSP % Met Standard	EOC Year 1 Met Standard	EOC Year 2 Met Standard	MSP % Met Standard
Class 2014	2010-2011	67%	100%	56.20%	57.50%	91.20%	51.60%

10th Math

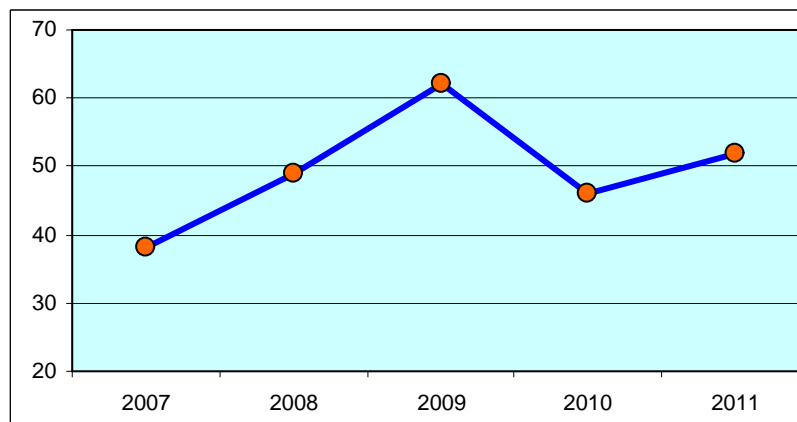
Cohort/Grad Class	HSPE Test Year	Ridgefield High School			State		
		EOC Year 1 Met Standard	EOC Year 2 Met Standard	MSP % Met Standard	EOC Year 1 Met Standard	EOC Year 2 Met Standard	MSP % Met Standard
Class 2013	2010-2011	61.60%	76.50%	55.80%	61.80%	66.40%	50.80%

In the area of math, two assessments were given, Algebra referred to as EOC 1 and Geometry referenced as EOC 2. The margin of growth is a little more difficult to define in this area as two different exams are given for a specific cohort of students. The conclusions that we draw upon are; 1) 100% of our advanced 9th graders passed, 2) our 9th graders showed a 10% growth while the state recorded 5%, 3) our 10th grade EOC 2 student grew 21% while the state wide group went up 16%, and 4) our 10th grade EOC 1 student (large special education testing population) was outpaced by the state.

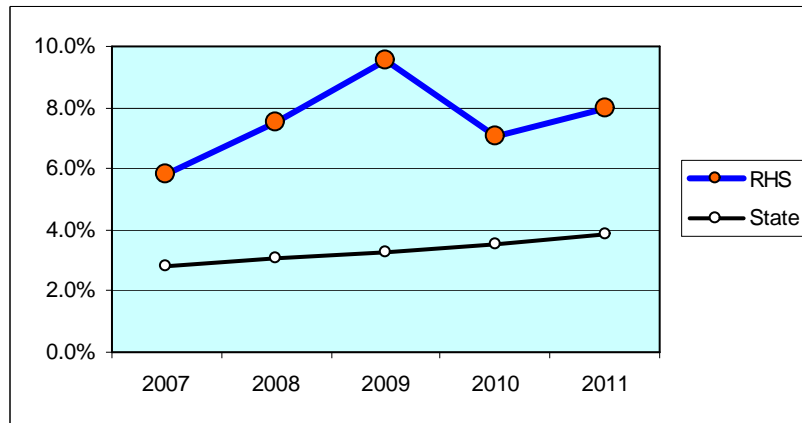
With our emphasis on post secondary readiness, this year we began to track our Advanced Placement (AP) performance. At RHS, we offer six courses; Calculus, Chemistry, Language & Composition, Literature & Composition, US Government, and US History. The data presented is only based on those students in these programs who sat for the exams in the spring. Approximately less than 50% of the student enrolled in the AP courses at RHS sat for the exams.

In this area, we wish to track the participation of students in these courses exams and their performance. Below are charts to display the participation and performance of RHS student compared to the state wide and national results.

RHS AP Test Takers



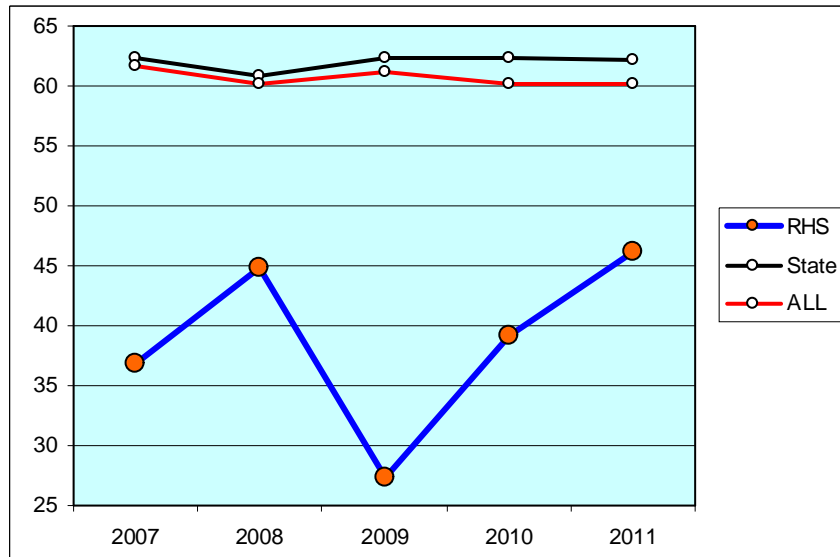
**RHS/State AP Test Takers
(% of population)**



Over the past five years, RHS testing enrollment has grown and our testing population represents double of that when compared to the state overall participation rate.

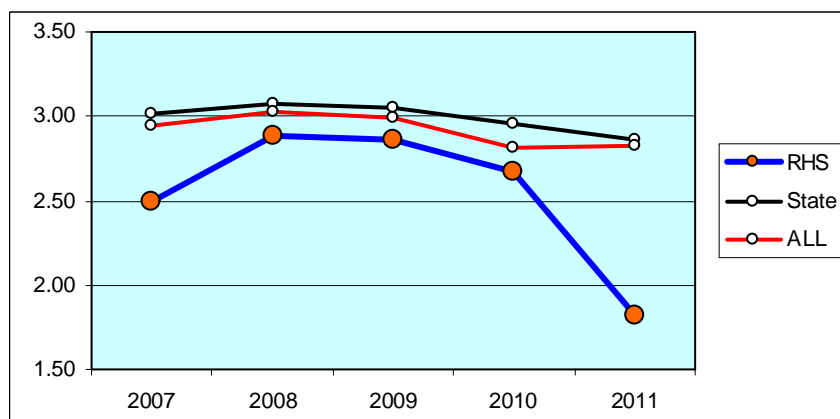
Overall performance data and individual courses are shown below. It should be noted that the AP exam is graded on a 1 to 5 scale with scores 3 or above considered meeting standard.

Overall Testing Results
(% of students scoring a 3 or above)



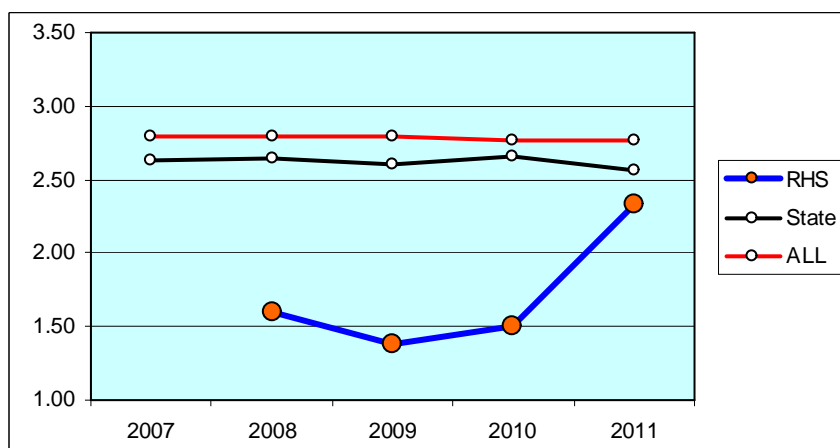
The state and national average is around 60% pass rate for test takers. The past two years, RHS has shown improvement as our pass rate was above 45%.

AP Calculus Results
(mean score)



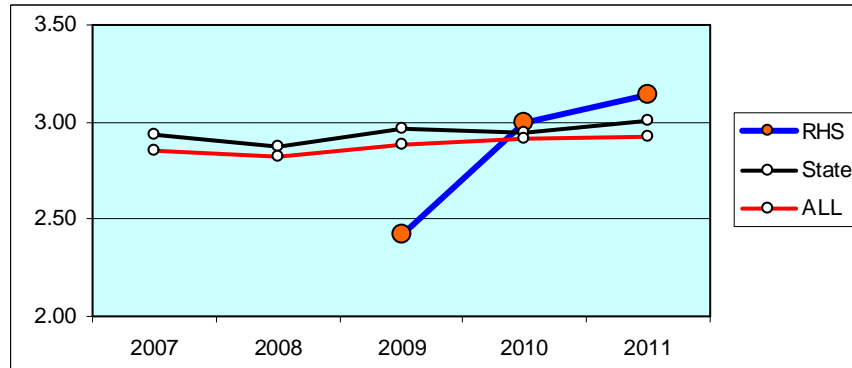
Last year 11 RHS students took the Calculus exam. In the past years, our scores have mirrored those of the state and nation. Last year results were substantially lower with 7 of our students scoring a 1 on the exam.

AP Chemistry Results
(mean score)



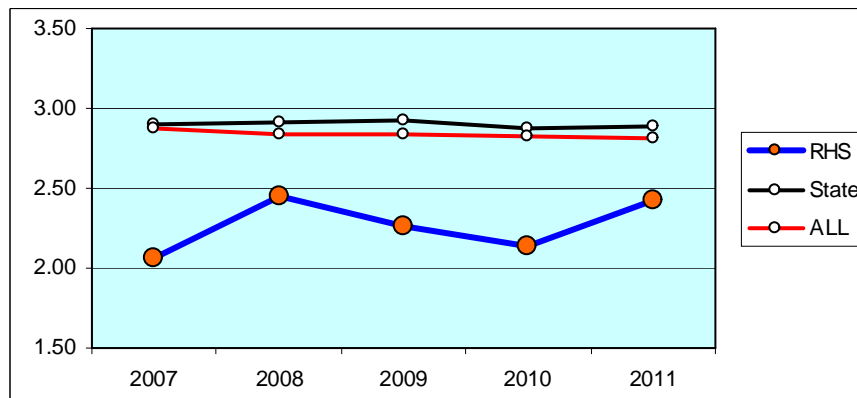
In 2011, 12 RHS students took the Chemistry exam. Our scores have climbed for the last two years, with a large jump last year. Our scores are nearing the state and national data. Several program improvements were implemented last year, including extra work/study sessions and mid year mock test questions.

AP Language & Composition Results
(mean score)



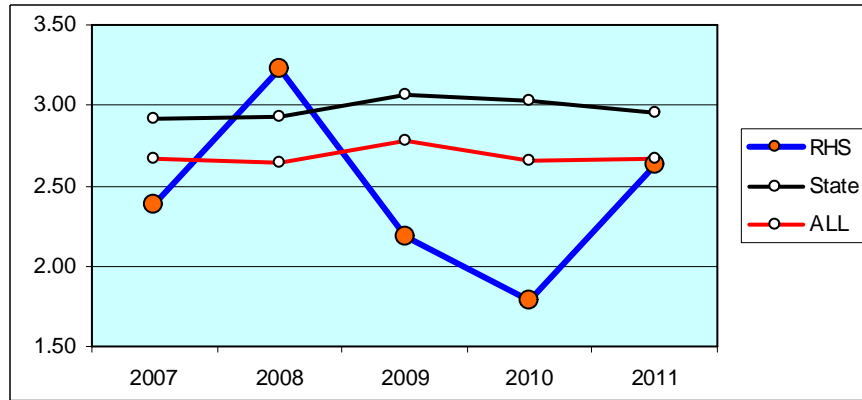
Twenty-two RHS students took this exam last year. Our results in the program area have grown each and every year. Our results in the past two years have exceeded the state and national means.

AP Literature & Composition Results
(mean score)



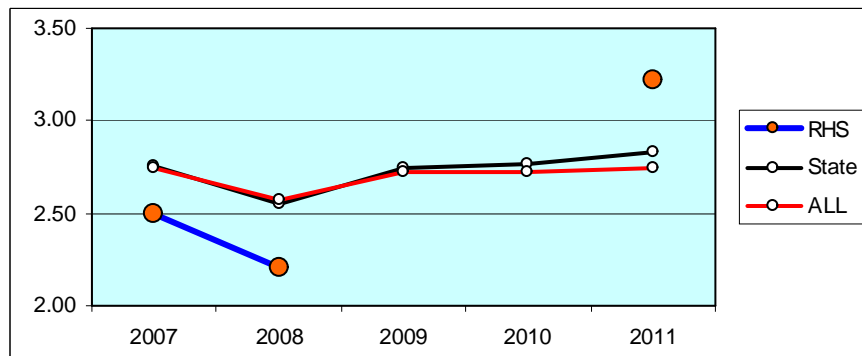
In Literature & Composition, we have recently begun to implement an entry essay for enrollment for the course. Last year, we had 22 RHS take the exam. Although our results are below the state and national means, last year we did show a 0.3 (on a 5 point scale) mean score improvement.

AP Government Results
(mean score)



Eight RHS students took the Government exam last year. Our results show substantial improvement last year. Our overall results are still lower than the state and national level.

AP History Results
(mean score)

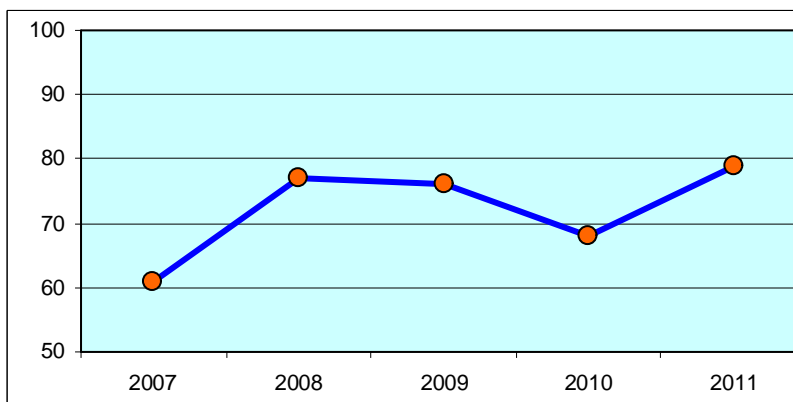


The History course was reintroduced last year after a two year recess due to enrollment interest. Last year, 11 RHS student took the exam. The results demonstrate above state and national performance with 5 of the students scoring a 4 or 5 on the exam.

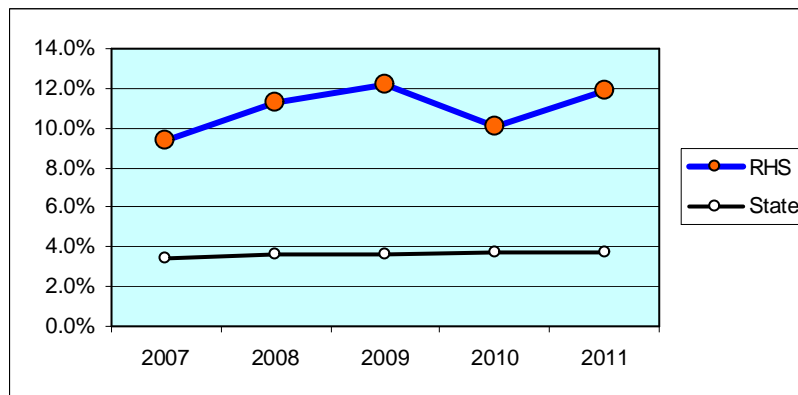
With our emphasis on post secondary readiness, this year we began to track our SAT performance. The SAT and ACT are tests that students take to demonstrate their ability for college placement and admission. The large majority of our students, and most students on the west coast, take the SAT exam over the ACT. The SAT is a standardized test. The test takes three hours and forty-five minutes to finish, and costs \$49. Possible scores range from 600 to 2400, combining test results from three 800-point sections (Mathematics, Critical Reading, and Writing).

In this area, similar to our AP exams, we wish to track the participation of students and their performance. Below are charts to display the participation and performance of RHS student compared to the state wide and national results.

RHS SAT Takers
(Number of Students)

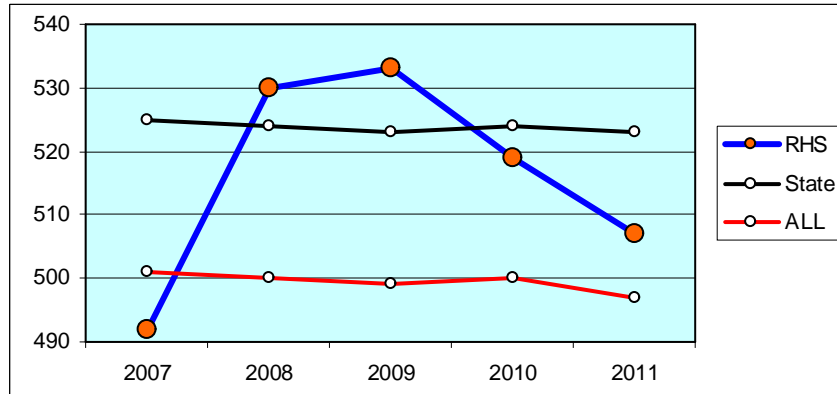


RHS & State SAT Takers
(% of Total Population)

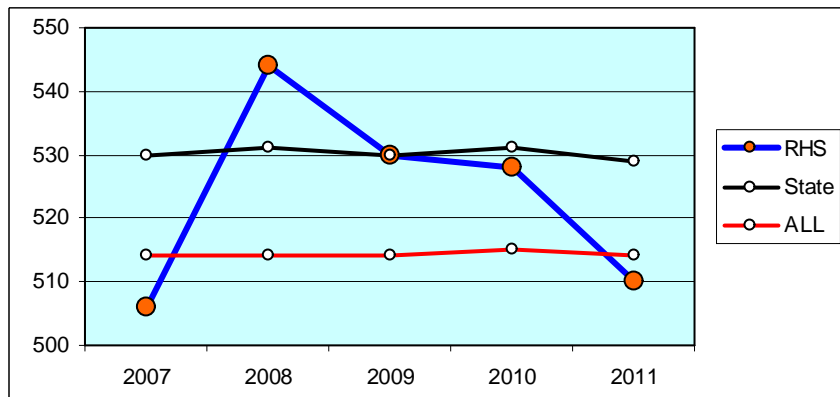


At RHS our participation in the SAT has been steady and the overall percentage of our population that takes the exam is nearly three times that of the state average. We believe that our participation rate will continue to climb as we encourage our students to consider post secondary readiness and make provision for all our 11th grade students to take the PSAT.

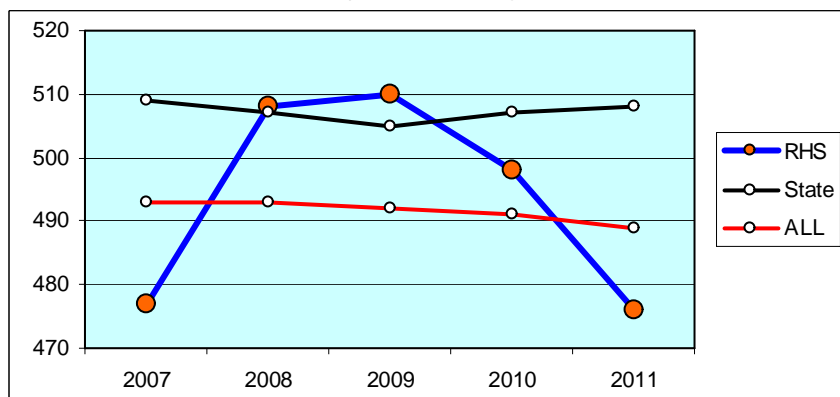
SAT Reading
(Mean Score)



SAT Mathematics
(Mean Score)



SAT Writing
(Mean Score)



All three portions of the SAT exam exhibit a similar trend; mainly that RHS performance peaked in 2008 or 2009 and a consistent decline over the past two years. Our 2011 data is still above the five year low recorded in 2007. We hope to reverse this trend with our school emphasis on post secondary readiness and providing the PSAT exam free to all RHS juniors.

GOALS AND ACTIVITIES FOR IMPROVEMENT

CULTURE OF CONTINUAL IMPROVEMENT

Goal	Improve student learning through building a culture of continual improvement into all our practices.
SMART Goal	<p>HSPE Cohort Growth</p> <p style="padding-left: 40px;">Reading: +20% (pass rate of 88.5%) Writing: +25% (pass rate of 95%) Math: +24% (pass rate of 80%) Science: +11% (pass rate of 70%)</p> <p>Advanced Placement</p> <p style="padding-left: 40px;">Participation 80 test takers and 11% of population Performance 60% of overall takers score 3+ / improvement in all classes</p> <p>SAT</p> <p style="padding-left: 40px;">Participation 100 test takers and 14% of population Performance 2011 Statewide Mean (Reading 523, Math 529, Writing 508)</p>
Narrative	<p>With an emphasis on continual improvement and accomplishing system wide activities, student performance will increase in the HSPE, AP, and SAT testing.</p> <ul style="list-style-type: none"> • The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented. • Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success. • The school improvement effort is externally validated on a periodic basis. <p>As a staff, we continue to strive for a culture that is focused on student learning and reflective upon our teaching practices.</p>

GOALS AND ACTIVITIES FOR IMPROVEMENT

CULTURE OF CONTINUAL IMPROVEMENT (continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
Review the SIP once each semester. Specifically, the goals and activities sections to monitor progress and make changes.	December 2011 May 2012	Administration / Teachers	An all staff activity will review each portion of the plan and recommend changes.
Weekly student advisory	Ongoing	Staff	Student survey and student performance
Weekly professional / collaborative conversations	Weekly and ongoing	Teachers	Collaboration attendance and discussions.
The SIP goals will be measured against the 2012 HSPE, SAT, AP exams.	August 2012	Administration	The goals will be measured against the actual results.
Special Education Alignment and Focus	December 2011	Administration / Special Education	Increase in our SPED HSPE results by 10%
Professional Learning Community (PLC) training offered to English, Math, Science, and Social Studies Departments	December 2011	Administration / Consultant	Observation of department PLC collaboration meetings and teacher reflections.
Teachers will determine professional growth goals for their practice to assist in evaluation process.	November 2011 June 2012	Administration / Teachers	Teachers will identify goals and administration will revisit with the staff member to be included in yearly evaluation.
MAP Testing and measurement of student growth.	June 2012	Administration / Teachers	Yearly report on student growth from Fall to Spring for 9 th and 10 th grade students in reading, math, and science.
Semester Final Exams	January 2012	Teachers	Common semester final exams to be given and data analyzed.
PSAT test administered	October 2011	11 th grade Advisory	Student participation and result will be compared to the past.
AP Testing	Spring 2012	Staff	Student participation and result will be compared to the past.

GOALS AND ACTIVITIES FOR IMPROVEMENT

ENGLISH DEPARTMENT

Goal	Improve student learning in the Language Arts through continual improvement of curriculum, instructional, and assessment practices.
SMART Goal	See Building Goals established in the Culture of Continual Improvement Section.
Narrative	<p>The English department believes that our 2011-2012 activities and goals need some modifications and closer analysis of data. We have therefore modified and identified five main areas of focus that we believe will help to reach the above SMART goals:</p> <ul style="list-style-type: none">▪ The department will continue the Personal Choice Reading Program: We believe increasing student interest in reading will also increase student comprehension, vocabulary, and analysis skills.▪ Students will continue to create writing portfolios and reflections; this process will allow students to write often and then honestly reflect on their own work, while allowing teachers to assess that recognition.▪ Based on our experience, many students have not been taught a variety of post-secondary skills and therefore are not prepared to successfully enter college or the work force. Several focused and specific activities will be added to the curriculum.▪ The department will administer and evaluate MAPS testing: MAPS could be a value to both student and teacher learning and improvement. We still believe that we just understand the effectiveness of the test.▪ The department will administer and evaluate a Pre-Reading HSPE Exam; we used this tool the last two years and feel it is valuable in targeting students in need prior to the HSPE test.

GOALS AND ACTIVITIES FOR IMPROVEMENT

ENGLISH DEPARTMENT (continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
Personal Choice Reading – Assess students reading for pleasure level by administering a survey 3 times per year	Ongoing	Entire department	Teacher will tabulate and compare student surveys in an effort to determine whether this program helps to increase student learning.
Personal Choice Reading –Allow 20 minutes of personal reading time per week	Ongoing	Entire department	Monitor reading choices, difficulty, and on-task behavior.
Writing Reflections – Create student portfolios	September 2011	Entire department	Teachers will explain purpose and monitor student responses.
Writing Reflections – Model self reflection and allow students time to practice	Ongoing	Entire department	Teacher will observe student reflections and periodically go through portfolios to assess students' knowledge of personal strengths and weaknesses.
Writing Reflection – Final evaluation	June 2012	Entire department	Students will write a final reflection to demonstrate own understanding of growth; teachers will use common evaluation and meet to discuss results and possible changes for the future.
Post Secondary – Student Resumes	January 2012	Jr/Sr English Teachers	Show samples and access the final product.
Post Secondary – Character Reference Letters	June 2012	Jr/Sr English Teachers	Teachers will provide “request reference assignment” and require it as part of the curriculum.
Post Secondary- public speaking and social etiquette	Ongoing, revolving	Entire department	All grade levels will continue to teach and assess through common rubrics the art of public speaking (formally and impromptu) and develop activities to create a social etiquette unit (writing e-mails, job interviews, etc).

GOALS AND ACTIVITIES FOR IMPROVEMENT

ENGLISH DEPARTMENT (continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
MAPS – Testing 3 times annually	Sept, Jan, June	Frosh/So English Teachers	Staff will monitor students as they take the test and examine classroom results and individual results.
MAPS - Evaluation of skills & weaknesses	Oct, Feb, June	Frosh/So English Teachers	Teachers will evaluate results to see where students are falling short, where they are succeeding, etc.
MAPS – Alignment of common terminology	Sept/Oct	Entire Department	Teachers will select common terms for focus for each grade level and agree to teach and assess knowledge of those terms each semester.
MAPS- Evaluation of teaching practices & lesson planning	Nov-Dec 2011 Spring 2012	Entire department	Teachers will determine what changes need to be made in practices, teaching styles, and lessons given to make positive changes in student data
Reading Prep – all grade levels administer common text book assessment	Minimum once per quarter	English Department	Teachers will examine scores and results during collaboration in an effort to compare and contrast student learning in alignment with goals and prior to spring HSPE.
Reading Prep – administer an all 10 th grade pre-exam	January 2012	Entire Department	All teachers will give the same test on the same day to set the tone for the HSPE.
Reading Prep – grading and graphing of results	February 2012	Entire Department	During collaboration or staff meeting all staff will grade all tests. Individual students will be identified and additional test preparedness will take place

GOALS AND ACTIVITIES FOR IMPROVEMENT

SOCIAL STUDIES DEPARTMENT

Goal	Improve student learning in social studies through continual improvement of curriculum, instructional, and assessment practices.		
SMART Goal	See Building Goals established in the Culture of Continual Improvement Section.		
Narrative	<p>The Social Studies department has identified three main areas of focus to reach the SMART goal.</p> <ul style="list-style-type: none"> • All students will develop a class journal. It is expected / required that this journal contain daily / weekly Cornell note sheets and exit analyses done by the students. The journal may also contain other types of formative assessments as designated by the teacher. • The refinement and continued improvement of Social Studies I, II, and III frameworks. The teachers of each of these classes will continue to review and modify both the goals and assessments for the units contained in the frameworks. The department will also look to and try to develop lessons that address basic social studies skills. • The teachers of each of these classes will develop specific units, assessments, and tasks to satisfy the state CBA requirements. For SS I, units on cultural interactions, humans and environment, and cause of conflict will be used to develop these units. For SS II, causes of conflict and US foreign policy will be used for units. For SS III, civics, checks and balances and constitutional issues will be used. 		
Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
Journal Development	Weekly	Entire Department	All students will be responsible to keep journals.
Improvement of Frameworks	Ongoing	Entire Department	Addition of social studies skills will occur through out the year.
CBA's identified and administered	Spring 2012	Entire Department	CBA's will be administered by the Spring of 2012.

GOALS AND ACTIVITIES FOR IMPROVEMENT

MATH DEPARTMENT

Goal	Improve student learning in math through continual improvement of curriculum, instructional, and assessment practices.
SMART Goal	See Building Goals established in the Culture of Continual Improvement Section.
Narrative	<p>The Math department has identified five main areas of focus to reach the SMART goal.</p> <ol style="list-style-type: none">1) MAPS testing<ol style="list-style-type: none">a) Throughout the school year, the students will be assessed three times in order to assess progress.b) The mathematics department will attend professional development in how to read and utilize the information attained through MAPS testing.c) From the information, the math department will adjust/improve areas in order to raise student achievement.2) Best Practices<ol style="list-style-type: none">a) The math department will utilize strategies attained through best practices workshops in order to improve student achievement.b) The math department will continue to be involved with the Math and Science Teaching grant which focuses on:<ol style="list-style-type: none">i) Improving Algebra instruction.ii) Using assessment, both formative and summative, of student work to inform instruction.c) Utilize district math consultant to observe practices and improve instructional core.d) Observe other math teachers' classrooms in order to collaborate effectively and improve instructional core.e)3) Correlate MAP scores to EOC scores.<ol style="list-style-type: none">a) The department will use state released documents in order to focus on the essential state standards in Algebra and Geometry. By doing so, the students will be able to focus on essential standards in depth and be better prepared for an end of course assessment.

**Narrative
(continued)**

- 4) Released Items
 - a) Students will be assessed using released test items from the state in order to prepare for the end of course assessments.
 - b) The math department and consultant will use the released items to create problems similar to the end of course assessments aligned with the state standards.

- 5) Raising complexity
 - a) Students will solve more complex problems which align with state end of course assessments in order to improve cognitive development.
 - b) Problems assigned will be focused on complexity levels two and three, rather than just complexity level one.
 - i) Complexity level one focuses on basic recall and procedural fluency.
 - ii) Complexity level two focuses on skills and concepts such as classifying, estimating, comparing, and making observations.

 - iii) Complexity level three focuses on strategic thinking such as reasoning, planning, gathering evidence, and using these resources to develop a logical argument in a given situation for a given purpose.

- 6) Retention strategies
 - a) Students will complete review problems from previous topics in order to build retention.

- 7) SAT preparation
 - a) Students will be given problems throughout the school year to improve SAT scores.

- 8) AP Exam preparation
 - a) Students in AP calculus will be completing a course aligned to the AP Calculus curriculum.
 - b) Students will complete practice exams and problems related to the AP exam.

GOALS AND ACTIVITIES FOR IMPROVEMENT

MATH DEPARTMENT (Continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
MAPS Testing – analyze results	Ongoing (3 times/year)	Entire Department	As a department, the yearly data will be analyzed to determine whether the testing is effective in preparing the students to succeed in mathematics. The effectiveness of our other goals can also be monitored through the use of the MAPs testing.
Best Practices – improve utilizing the instructional core	Ongoing	Entire Department	In order to monitor effectiveness, the math department will observe each others' teaching and have our own teaching observed by a math consultant. Discussions will occur during collaboration time to determine how effective one method may be over another in order to improve student learning.
Correlate MAP scores to EOC scores	By end of school Year	Entire Department	The math department is looking for a link to a student's MAP score with their EOC assessment score. The effectiveness will be determined from the assessment data from this school year.
Released Items	Ongoing	Entire Department	Each item will be analyzed by the math department during collaboration to determine whether the item is useful to review before students complete the EOC.

GOALS AND ACTIVITIES FOR IMPROVEMENT

MATH DEPARTMENT (Continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
Raising Complexity – incorporation of more complex problems within class lessons	Ongoing	Entire Department	The effectiveness of this practice will be measured during collaboration by the math department and ultimately by end of course assessment results.
Retention Strategies	Ongoing	Entire Department	As the year progresses, teachers will monitor effectiveness by how students are performing on key concepts that need to be retained.
SAT Preparation	Ongoing	Entire Department	The math department will analyze assessment data in order to determine whether the preparation is effective.
AP Exam Preparation	Ongoing	Entire Department	In order to determine effectiveness, the math department will analyze the assessment data to determine what needs to be improved upon.

GOALS AND ACTIVITIES FOR IMPROVEMENT

SCIENCE DEPARTMENT

Goal	Improve student learning in science through continual improvement of curriculum, instructional, and assessment practices.
SMART Goal	See Building Goals established in the Culture of Continual Improvement Section.
Narrative	<p>The Science department has identified seven main areas of focus to reach the SMART goal.</p> <ol style="list-style-type: none">1) MAPS testing<ol style="list-style-type: none">a) Throughout the school year, the students will be assessed three times in order to assess progress.b) The science department will work together to read and utilize the information attained through MAPS testing.c) From the information, the science department will adjust/improve areas in order to raise student achievement.2) Ridgefield Science Vertical Team (RSVT)<ol style="list-style-type: none">a) The science department will work with district science teacher in the k-12 program on strategies in order to improve student achievement.b) The RSVT will develop a shared common way of teaching vocabulary, systems, and inquiry.3) Prepare students for the Biology End Of Course Assessment<ol style="list-style-type: none">a) The department will use state released documents in order to focus on the essential state standards in Biology.b) By doing so, the teachers will be able to focus on essential standards in depth and be better prepared for helping students to succeed at the end of course assessment.c) Students will be assessed using released test items from the state in order to prepare for the end of course assessment in Biology.d) The science department will use the released items to create problems similar to the end of course assessments aligned with the state standards.e) The science department will meet with the math department to discuss strategies for EOC implementation to help prepare students for the end of course assessment.

**Narrative
(continued)**

- 4) Investigate Methods to Improve Problem Solving Skills and Complexity of thinking
 - a) Students will solve more complex questions which align with state end of course assessments in order to improve cognitive development.
 - b) Questions assigned will be focused on improved complexity levels two and three, rather than level one.
 - i) Complexity level one focuses on basic recall and procedural fluency.
 - ii) Complexity level two focuses on skills and concepts such as classifying, estimating, comparing, and making observations.
 - iii) Complexity level three focuses on strategic thinking such as reasoning, planning, gathering evidence, and using these resources to develop a logical argument in a given situation for a given purpose.
- 5) Retention strategies
 - a) Students will complete review problems from previous topics in order to build retention.
- 6) SAT preparation
 - a) The science teachers will look for ways to help students improve SAT scores.
- 7) AP Exam preparation
 - a) Students in AP Chemistry will be completing a course aligned to the AP Chemistry curriculum.
 - b) Students will complete practice exams and questions related to the AP exam.

GOALS AND ACTIVITIES FOR IMPROVEMENT

SCIENCE DEPARTMENT (Continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
MAPS Testing – analyze results	Ongoing (3 times/year)	Entire Department	As a department, the yearly data will be analyzed to determine whether the testing is effective in preparing the students to succeed in science. The effectiveness of our other goals can also be monitored through the use of the MAPs testing.
Ridgefield Science Vertical Team (RSVT)	Ongoing (3 times/year)	Entire Department	In order to promote student learning, the science department will meet with the k-12 science teachers. The RVST team will strategize ways to develop a shared common way of teaching vocabulary, systems and inquiry.
Released Items	Ongoing	Entire Department	Released items will be analyzed by the science department during collaboration to determine whether the item is useful to review before students complete the EOC.

GOALS AND ACTIVITIES FOR IMPROVEMENT

SCIENCE DEPARTMENT (Continued)

Activities/Task	Timeline	Who is Responsible	Monitoring Effectiveness
Raising Complexity – incorporation of more complex questions within class lessons	Ongoing	Entire Department	The effectiveness of this practice will be measured during collaboration by the science department and ultimately by end of course assessment results.
Retention Strategies	Ongoing	Entire Department	As the year progresses, teachers will monitor effectiveness by how students are performing on key concepts that need to be retained.
SAT Preparation	Ongoing	Entire Department	The science department will incorporate Latin roots in order to increase student's success in the language portion of the SAT. The effectiveness will be determined by analyzing the assessment data.
AP Exam Preparation	Ongoing	AP Chemistry Instructor	In order to determine effectiveness, the AP chemistry teacher will give full length practice AP practice tests and hold periodic workshops to prepare students for the AP exam.

GOALS AND ACTIVITIES FOR IMPROVEMENT

ELECTIVE DEPARTMENT

Goal	Improve student learning in electives through continual improvement of curriculum, instructional, and assessment practices.		
SMART Goal	See Building Goals established in the Culture of Continual Improvement Section.		
Narrative	The elective program at RHS is made up of PE, Vocational, Art, Spanish, and Music.		
	Activities/Task	Timeline	Who is Responsible
	<ul style="list-style-type: none"> ▪ Fitness testing, district wide technology to track. ▪ Align PE Department at RHS ▪ Communication with each student on growth in fitness using CBA's ▪ Use of technology and programs for students to see success in fitness area 	Ongoing	PE Department
	Course checklist and pacing for Spanish 1 and 2.	Ongoing	Spanish
	<ul style="list-style-type: none"> ▪ Each student will develop a personal portfolio to show growth ▪ CBA given in each class ▪ Art students will enter a state, county, or building art competition or display ▪ Vertically align curriculum (K-12) 	Ongoing	Art
			<ul style="list-style-type: none"> ▪ Computers/student surveys ▪ Collaboration weekly to determine effectiveness ▪ Staff discussions and completion of data to determine effectiveness ▪ Study and research program efficiency
			Weekly collaboration to review progress and align course objectives.
			<ul style="list-style-type: none"> ▪ Analyze lessons though out semester ▪ Personal portfolios peer critique ▪ Participation in art show/competition ▪ District art teachers will meet once per month for alignment work

GOALS AND ACTIVITIES FOR IMPROVEMENT

ELECTIVE DEPARTMENT (continued)

<ul style="list-style-type: none"> ▪ Student awareness of CTE Classes ▪ Faculty awareness of CTE Programs ▪ Community awareness of CTE programs 	Ongoing	CTE	Enrollment in CTE courses
<ul style="list-style-type: none"> ▪ Each student will develop independent musicianship including sight-reading, performance, and music analysis ▪ CBA given in each class ▪ Students will participate in area and regional festivals as both large ensembles and soloists. ▪ Vertically align curriculum (K-12) 	Ongoing	Music	<ul style="list-style-type: none"> ▪ Analyze music and lesson throughout semester ▪ Listening and musical analysis ▪ Participation in music competitions and festivals ▪ District music teachers will meet once per month for alignment work