

View Ridge School
School Improvement Plan
10/12/2009

Overview:

HOME OF THE REBELS

Address and phone: 510 Pioneer Street, Ridgefield, WA 98642; 360-619-1400

Principal's name: Chris Griffith

Avg. Class Size:

Neighborhood Elementary School(s): Union Ridge, South Ridge

Neighborhood High School: Ridgefield High School

Building Condition: Built in 1976

Volunteer Opportunities: Lunch supervision and classrooms

Special Offerings: Volleyball, Football, Basketball, Wrestling, Choir, Track, SADD

District Priorities/Initiatives:

Our Mission:

The Ridgefield School District will develop well-rounded students having the capacity to succeed in a technologically driven global society. The 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.

Our Vision:

"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."

Mission Statement:

School Mission

It is the mission of View Ridge Middle School to create life-long learners and self-managing citizens of a changing world. Our students have the right to learn in a safe, caring, and supportive school environment exemplified by problem-solving, critical thinking, self-discipline, responsibility, and respect.

Shared Vision/Guiding Principles:

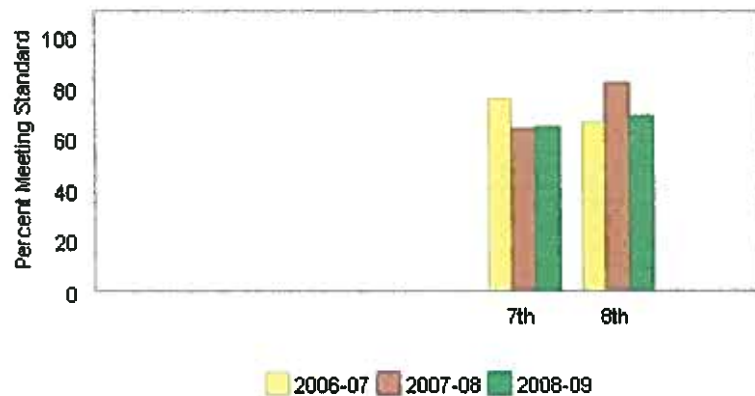
View Ridge Middle School has experienced staff turnover the last two years. Within the last two years we have a new principal, counselor and four new teachers (over a quarter of our full time teacher staff). This change has required that we spend some time looking at our current practices, assessing our needs and then creating a shared vision of where we need to go.

During the 2008-2009 school year the staff assessed current practices and helped put together a three year SIP. This year we revisited our plan and made changes based on reflection from the 2008-2009 school year.

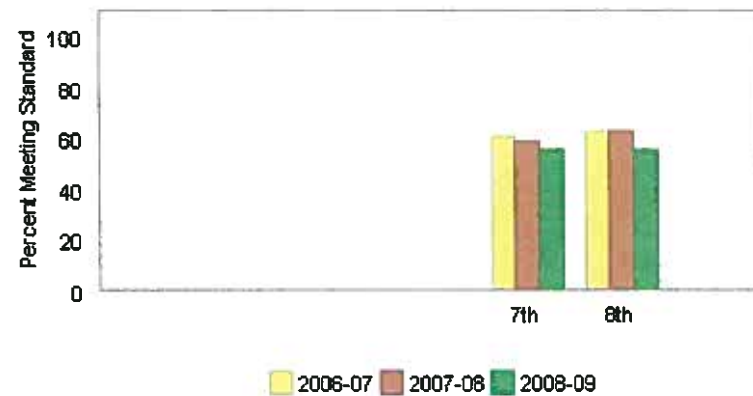
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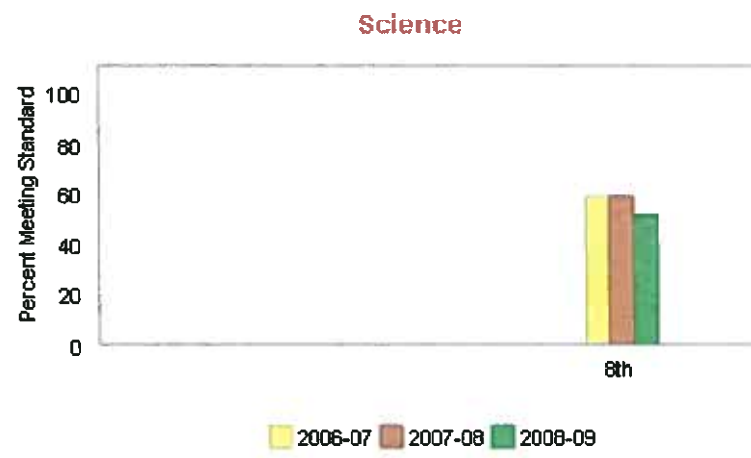
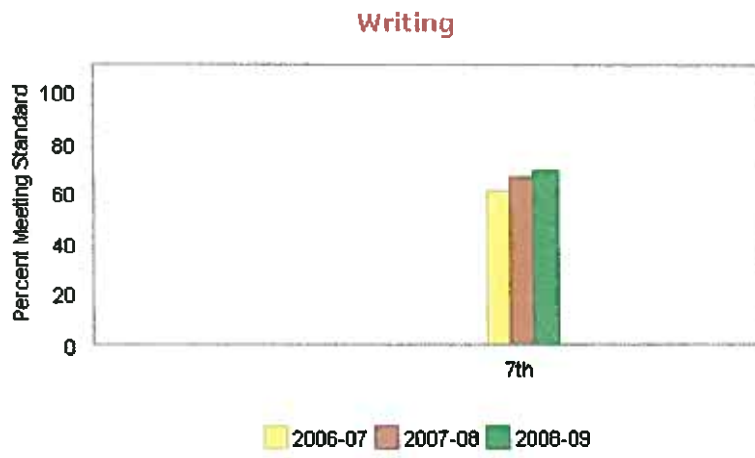
WASL - Trend - What Percent of All Students Meet Standards?
At the School Level

Reading



Math





Narratives

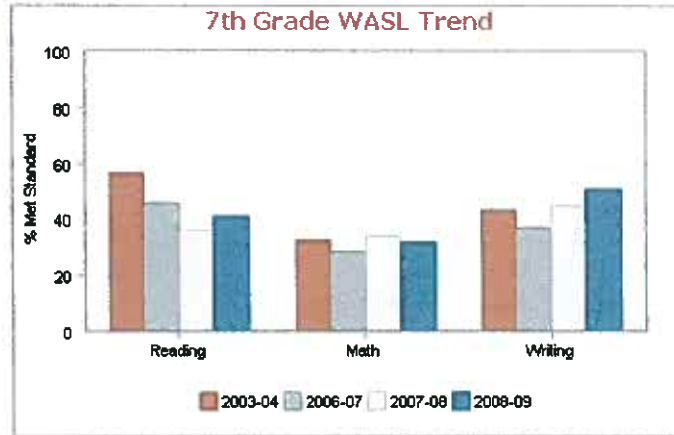
Analysis of the major content area tests over the last three years for 7th and 8th grade reveals several trends. One trend that View Ridge is particularly proud of is our writing scores. In the last three years, our students have improved nearly 10% points. We believe this is in part due to our school-wide focus on language arts. One of the outcomes of this focused approach last year included the staff agreeing to use several note taking and summarizing forms across curricular areas. Our 7th grade students performed slightly better than the previous 7th grade group.

Not all of the trends are improving however. We have observed a significant reduction in the percentage of students passing the science WASL at 8th grade. Our 8th grade cohort scored lower on their reading and math WASL. As a staff we have discussed this trend and are working to implement strategies to turn the trends around. One change that was put in place involved changing the school schedule from 7 periods a day to 6 periods a day. This effectively added 8 minutes to each class. We believe this time is essential for mathematics and science instruction. The change has impacted language arts classes significantly. The period that was cut came from language arts. We are no longer offering language arts in a block (two period) format. This is another reason we have a school-wide focus on language arts. When we looked at the data, the writing scores have improved consistently over the last three year, but reading has been up and down. We believe embedding language arts skills in content areas adds validity and will help reinforce the concepts being taught.

WASL - Trend - What Percent of Low Income Students Meet Standards? At the School Level

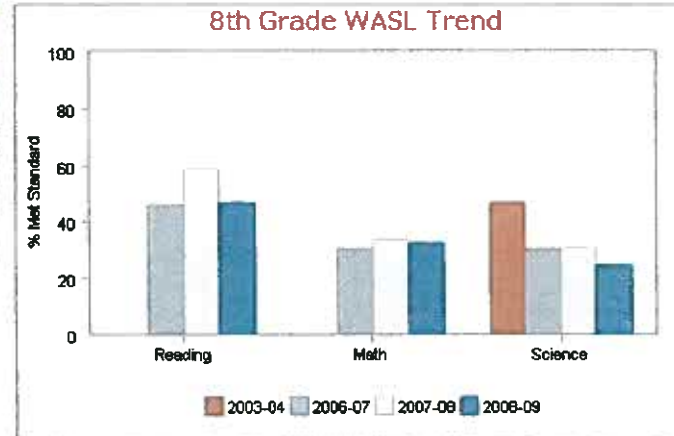
7th Grade WASL

Year	Reading	Math	Writing
2003-04	56.5%	32.6%	43.5%
2006-07	45.7%	28.6%	37.1%
2007-08	36.2%	34.0%	44.7%
2008-09	41.3%	31.9%	51.1%



8th Grade WASL

Year	Reading	Math	Science
2003-04			46.7%
2006-07	45.7%	30.6%	30.6%
2007-08	59.0%	33.3%	30.8%
2008-09	46.9%	32.7%	24.5%



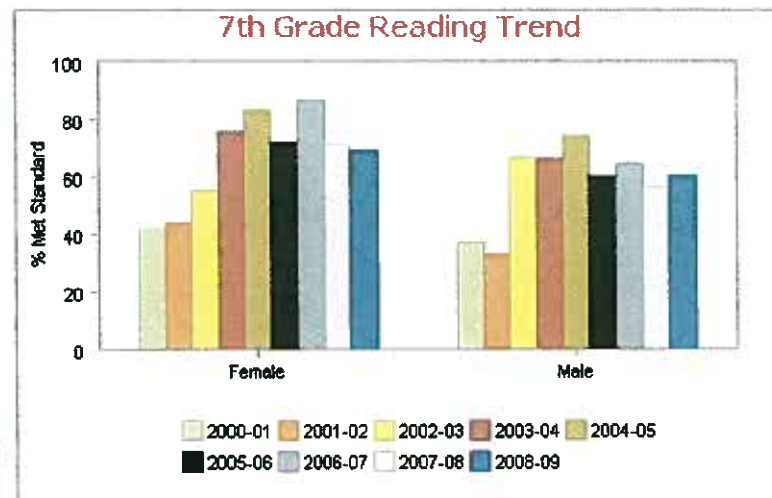
Narratives

One of the two areas that View Ridge Middle School did not make AYP was in the low-income subgroup population. The trend within this subgroup that we have been consistently narrowing the achievement gap on all 7th grade WASL tests, as well as on 8th grade math and science tests. While we have been able to reduce the achievement gap, the difference is still sizable. Our low-income 7th grade students are achieving about 25% worse on WASL tests, while our 8th grade students average about 26% worse.

WASL - Trend - By Gender What Percent of All Students Meet Standards? At the School Level

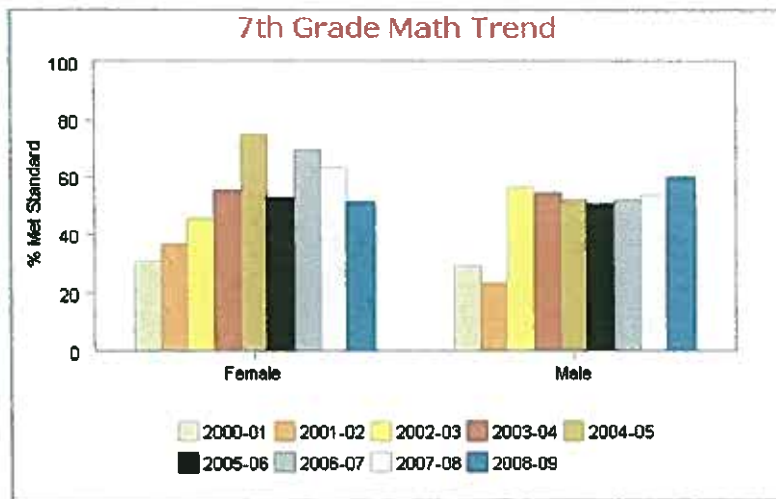
Grade 7 Reading

Year	Female	Male
2000-01	42.5%	37.3%
2001-02	43.9%	33.3%
2002-03	55.4%	66.7%
2003-04	76.1%	66.3%
2004-05	83.6%	74.0%
2005-06	71.8%	60.0%
2006-07	86.6%	64.8%
2007-08	71.4%	56.7%
2008-09	69.2%	60.7%



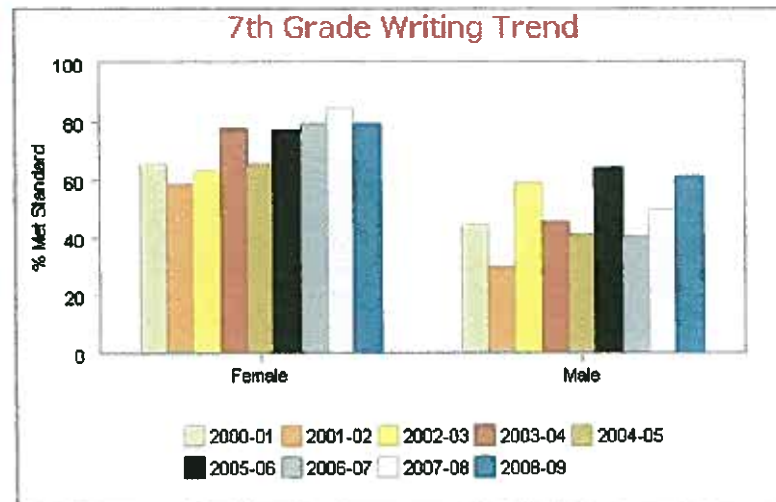
Grade 7 Math

Year	Female	Male
2000-01	30.7%	29.4%
2001-02	36.4%	23.5%
2002-03	45.9%	56.8%
2003-04	55.2%	54.3%
2004-05	74.6%	52.1%
2005-06	52.6%	50.0%
2006-07	69.5%	52.1%
2007-08	63.7%	53.6%
2008-09	51.3%	60.0%



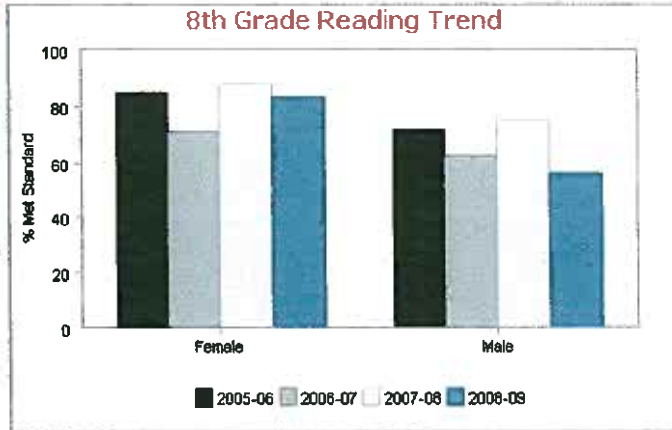
Grade 7 Writing

Year	Female	Male
2000-01	65.8%	44.6%
2001-02	59.1%	29.6%
2002-03	63.5%	59.3%
2003-04	77.6%	45.7%
2004-05	65.7%	41.1%
2005-06	76.9%	63.8%
2006-07	79.3%	40.8%
2007-08	84.6%	49.5%
2008-09	79.2%	61.1%



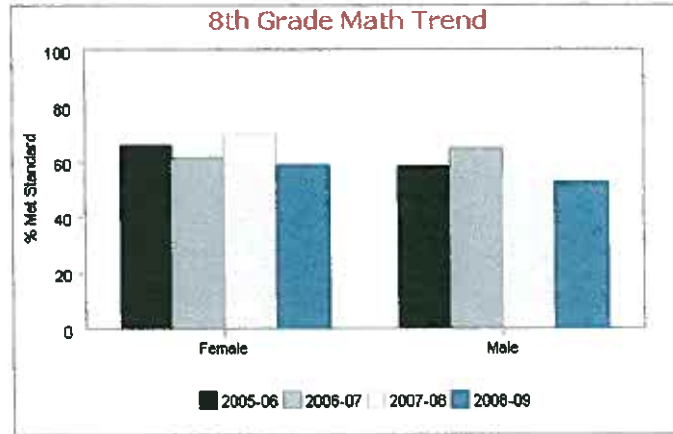
Grade 8 Reading

Year	Female	Male
2005-06	85.1%	71.4%
2006-07	70.9%	62.5%
2007-08	88.3%	75.0%
2008-09	83.3%	56.0%



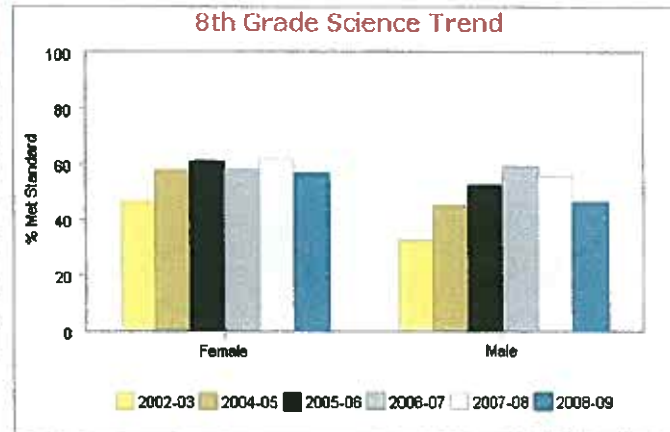
Grade 8 Math

Year	Female	Male
2005-06	66.2%	58.3%
2006-07	61.3%	65.0%
2007-08	70.2%	54.4%
2008-09	58.9%	52.7%



Grade 8 Science

Year	Female	Male
2002-03	47.1%	32.9%
2004-05	57.9%	45.3%
2005-06	60.8%	52.4%
2006-07	58.0%	59.5%
2007-08	61.7%	55.9%
2008-09	56.7%	46.2%



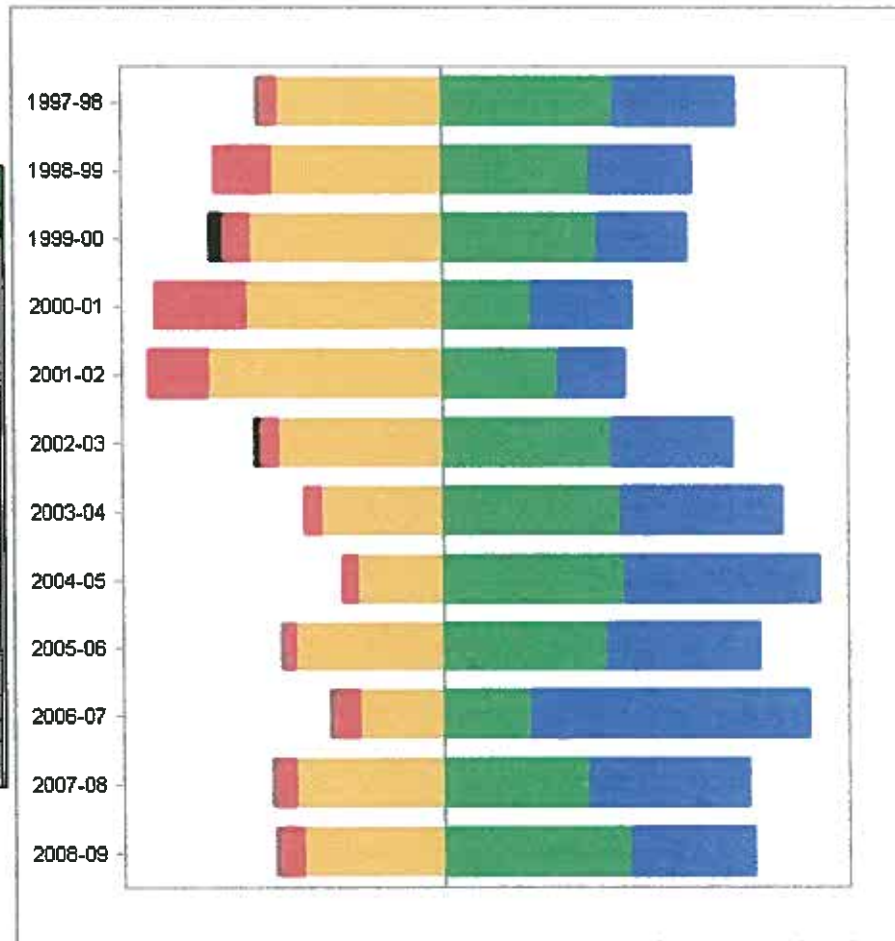
Narratives

The gender achievement gap continues to be an area of concern for us. Our female students are performing better than their male counterpart in all but one academic area. While the gap is closing, that is in part due to fewer females meeting the standard. Last year our 7th grade boys performed better than the previous year across all academic areas, while in 8th grade they lost ground. The intact scores are also of concern. The only gender to show improvement from 7th to 8th grade was the 8th grade females in reading.

WASL - Trend - What Percent of All Students Meet Standards by Level?
At the School Level

Grade 7 Students Scoring in Each Level
Grade 7 Students Scoring in Each Level
Reading

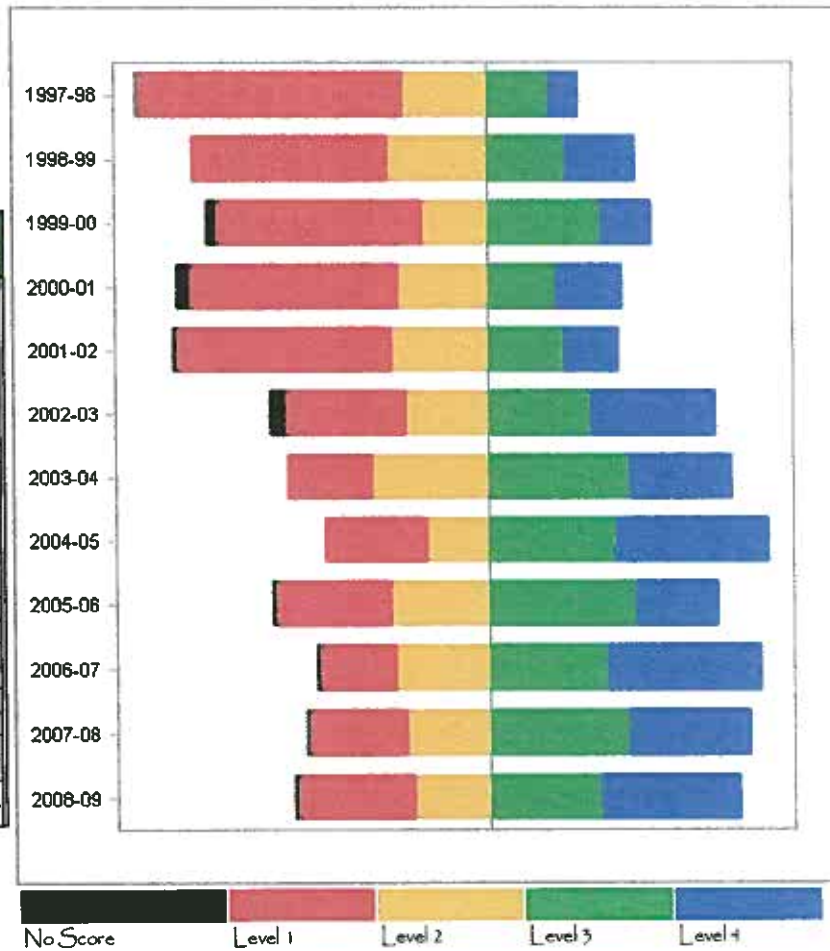
School Year	Do Not Meet Standard		Meet Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
1997-98	0.6%	3.8%	34.4%	35.6%	25.6%
1998-99	0.0%	11.9%	35.8%	30.8%	21.4%
1999-00	2.9%	5.8%	40.3%	32.4%	18.7%
2000-01	0.0%	19.2%	41.0%	18.6%	21.2%
2001-02	0.0%	12.9%	49.0%	23.8%	14.3%
2002-03	1.3%	3.8%	34.4%	35.0%	25.5%
2003-04	0.0%	3.8%	25.5%	36.9%	33.8%
2004-05	0.0%	3.6%	17.9%	37.9%	40.7%
2005-06	0.6%	2.5%	31.0%	34.2%	31.6%
2006-07	0.6%	5.8%	17.5%	18.2%	57.8%
2007-08	0.5%	4.8%	30.9%	30.3%	33.5%
2008-09	0.6%	5.4%	29.3%	38.9%	25.7%





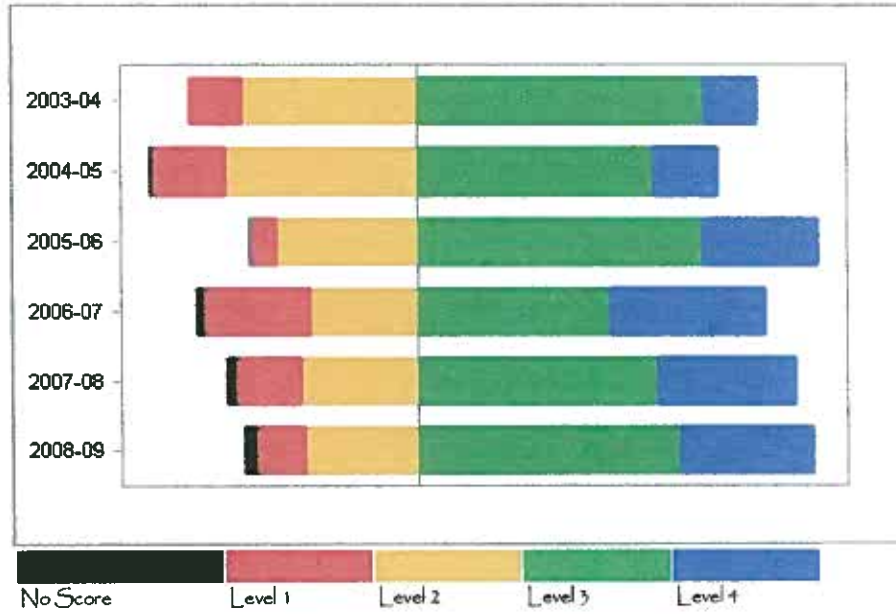
Math

School Year	Data Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
1997-98	0.6%	60.0%	18.8%	13.8%	6.9%
1998-99	0.0%	44.0%	22.6%	17.6%	15.7%
1999-00	2.2%	46.8%	14.4%	25.2%	11.5%
2000-01	3.1%	46.9%	20.0%	15.0%	15.0%
2001-02	0.7%	48.3%	21.8%	17.0%	12.2%
2002-03	3.2%	27.4%	18.5%	22.9%	28.0%
2003-04	0.0%	19.1%	26.1%	31.8%	22.9%
2004-05	0.0%	23.6%	13.6%	28.6%	34.3%
2005-06	0.6%	25.9%	22.2%	32.9%	18.4%
2006-07	0.6%	17.5%	20.8%	26.6%	34.4%
2007-08	1.1%	21.8%	18.6%	31.4%	27.1%
2008-09	0.6%	26.8%	16.7%	25.0%	31.0%



Writing

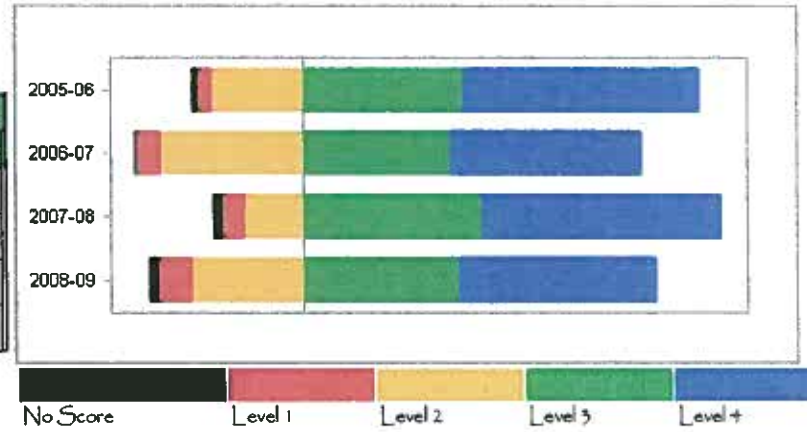
School Year	Do Not Meet Standard		Meet Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	0.0%	9.6%	30.6%	50.3%	9.6%
2004-05	0.7%	12.9%	33.6%	41.4%	11.4%
2005-06	0.6%	4.4%	24.7%	50.0%	20.3%
2006-07	1.3%	18.8%	18.8%	33.8%	27.3%
2007-08	1.6%	11.7%	20.2%	42.0%	24.5%
2008-09	2.4%	8.4%	19.8%	46.1%	23.4%



Grade 8 Students Scoring in Each Level

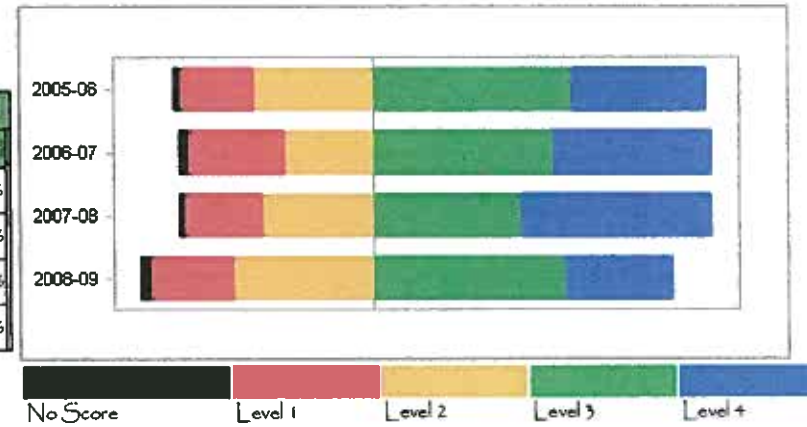
Reading

School Year	Do Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2005-06	1.3%	2.5%	18.2%	31.4%	46.5%
2006-07	0.6%	4.4%	28.3%	28.9%	37.7%
2007-08	1.8%	4.3%	11.7%	35.0%	47.2%
2008-09	1.7%	6.6%	22.1%	30.4%	39.2%



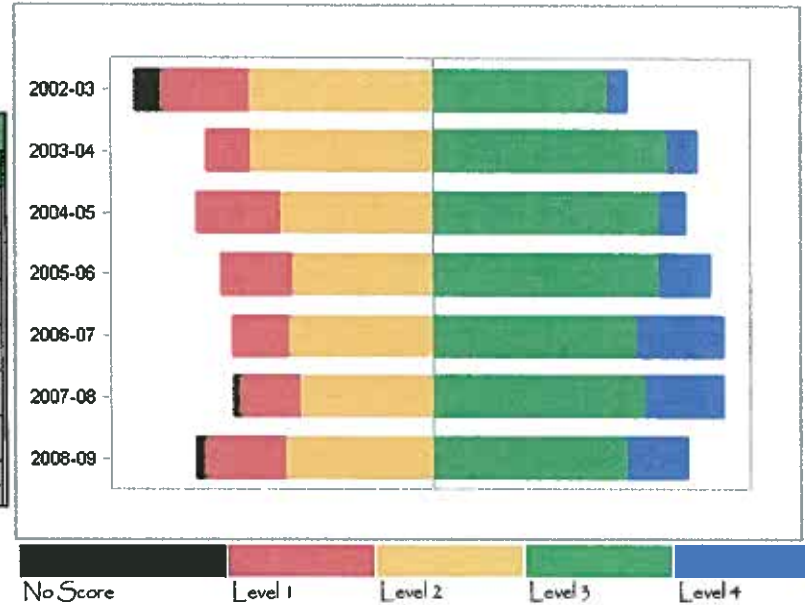
Math

School Year	Do Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2005-06	1.3%	13.8%	22.6%	37.1%	25.2%
2006-07	1.9%	18.1%	16.9%	33.8%	29.4%
2007-08	1.2%	14.7%	20.9%	27.6%	35.6%
2008-09	2.2%	15.5%	26.5%	35.9%	19.9%



Science

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2002-03	5.0%	18.3%	37.9%	35.3%	3.9%
2003-04	0.0%	9.1%	37.6%	47.3%	6.1%
2004-05	0.0%	17.3%	31.5%	45.7%	5.6%
2005-06	0.0%	14.6%	29.1%	45.6%	10.8%
2006-07	0.0%	11.3%	30.0%	41.3%	17.5%
2007-08	1.2%	12.3%	27.6%	42.9%	16.0%
2008-09	1.7%	16.6%	30.4%	39.2%	12.2%



Narratives

After looking at the scores by level data several trends present themselves. First, we have continued to increase the number of students achieving at level 3 in 7th grade reading. The downside is that the number of level 4 students has dropped steadily over those same three years. The number of students achieving a level 1 in 7th grade math has also increased steadily over the last three years. These trends are of concern and will be addressed. The writing data presents a much different story. The level one percentages have declined while the number of level 3's has increased. This is what we would like to see in all academic areas.

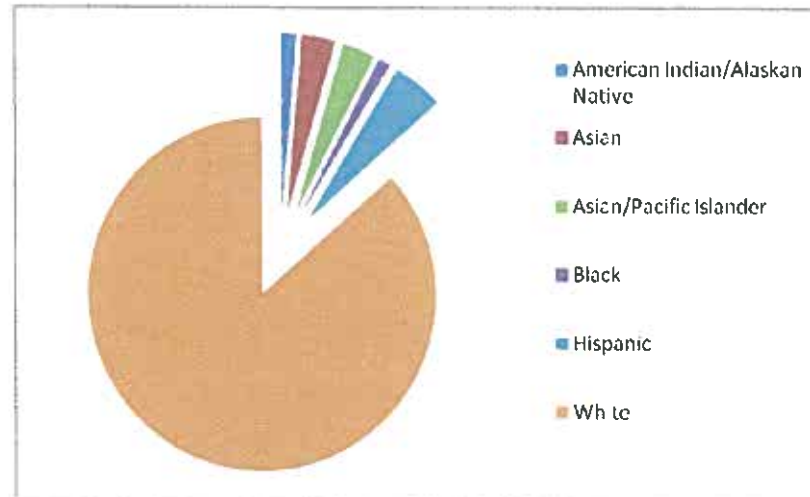
What is the Demographic Make Up of My School? At the School Level

Narratives

We have 27.3% (nearly 3% more than last year) of our student body on free or reduced price lunch. This sub-group continues to grow and as a school we need to address best instructional practices for this subgroup. Special Education is at 10.3%, up 3.8% since 2006.

Student Demographics

Enrollment		
October 2008 Student Count		350
May 2009 Student Count		348
Gender (October 2008)		
Male	184	52.6%
Female	166	47.4%
Ethnicity (October 2008)		
American Indian/Alaskan Native	5	1.4%
Asian	11	3.1%
Asian/Pacific Islander	11	3.1%
Black	4	1.1%
Hispanic	17	4.9%
White	311	88.9%
Special Programs		
Free or Reduced-Price Meals (May 2009)	95	27.3%
Special Education (May 2009)	36	10.3%
Transitional Bilingual (May 2009)	7	2.0%
Migrant (May 2009)	0	0.0%
Other Information (make info)		
Unexcused Absence Rate (2008-09)	191	0.3



Teacher Information (2008-09) (2008-09)

Classroom Teachers	20
Average Years of Teacher Experience	11.1
Teachers with at least a Master's Degree	85.0%
Total number of teachers who teach core academic classes	12
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	57
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet NCLB HQ definition	0.0%
% 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

SCHOOL IMPROVEMENT GOALS

GOAL #1

Major Goal #1 Stated in Measurable Terms:

To increase student achievement, View Ridge Middle School will design and implement staff development opportunities on best instructional and assessment practices for each student, with particular focus on our subgroup populations.

	Significant Goal Related Activities:	Evaluation Measure:	Person(s) Responsible:
2008/2009	<ul style="list-style-type: none"> School book study, <u>Classroom Instruction that Works</u> 	Book topic discussion notes & assignments, implementation feedback	Griffith, ESD trainer
	<ul style="list-style-type: none"> Integrate technology (TurningPoint software and Airliner's) into instruction 	Evidenced by Learning Walks	All Staff, ESD trainer
	<ul style="list-style-type: none"> Cross curricular integration - Monthly curriculum map and 1 cross curricular unit 	Staff feedback, student survey	All Staff
2009/2010	<ul style="list-style-type: none"> Poverty training (August) 	Percentage growth on WASL for sub-groups, monthly staff meeting minutes	Cory Dunn
Moved from 2008/2009	<ul style="list-style-type: none"> Review Authentic Assessment, Formative and Summative Assessment and Curriculum embedded assessments. 		All Staff
	<ul style="list-style-type: none"> Sheltered Instruction, Differentiation, Bloom's Taxonomy 	Percentage growth on WASL for sub-groups, monthly staff meeting minutes	Vanderford, District trainers
New	<ul style="list-style-type: none"> Book study, <u>Results Now</u>. Small volunteer teacher group to receive training and implement "Lesson Study" model. 	Participating staff feedback	Volunteer staff, La Center staff member for training
New	<ul style="list-style-type: none"> Creation of Course Framework 	Course Framework	All staff (departmental)
New	<ul style="list-style-type: none"> Creation of Learning Outcomes for each unit of study 	Unit Learning Outcomes	All staff (departmental)
	<ul style="list-style-type: none"> Cross curricular integration - Monthly curriculum map and 2-3 cross curricular units 	Staff feedback, student survey	All Staff
2010/2011	<ul style="list-style-type: none"> Cross curricular integration - Monthly curriculum map, 2-3 cross curricular units and 1 grade level unit 	Staff feedback, student survey	All Staff

On going	<ul style="list-style-type: none"> • Departments will create sub-goals to support and strengthen student achievement areas that need improvement 	Examine state testing data	Dept. Chairs/teachers
	<ul style="list-style-type: none"> • Review WASL assessment scores to identify weak strands 	Percentage growth on identified weaknesses, September 22 and 23	All Staff
	<ul style="list-style-type: none"> • Quarterly collaboration time to review assessment practices and new techniques 	Minutes, increased correlation between learning targets and test items, student surveys	All Staff
	<ul style="list-style-type: none"> • School Visits (4 staff per year) for budget reasons 	Staff re-port back and implementation on new ideas/techniques	Staff volunteers
	<ul style="list-style-type: none"> • Collaborate on classroom assessment practices 	Department meeting shares as noted in minutes	All Staff
New	<ul style="list-style-type: none"> • Integrate technology (TurningPoint software and Airliner's) into instruction 	Evidenced by Learning Walks	All Staff

GOAL #2

Major Goal #2 Stated in Measurable Terms:

All members of the View Ridge community will continue working toward enhancing a safe and healthy learning environment.

	Significant Goal Related Activities:	Evaluation Measure:	Person(s) Responsible:
2008/2009	<ul style="list-style-type: none"> • Compile baseline data of current status on school climate 	Healthy Teen Survey, discipline history	Administration
	<ul style="list-style-type: none"> • Staff will participate in research to examine other school structure models: (Teaming, looping, configuration and schedule) 	Site visit evaluation forms; guest speakers and resident "experts", committee minutes, staff feedback	All Staff
	<ul style="list-style-type: none"> • PBS/PBIS Introduction and staff decision. If approved, start Phase 1 in Spring 	Staff Handbook, staff meeting minutes, staff vote	Griffith
	<ul style="list-style-type: none"> • CARE SIT (Student Intervention Team) form creation and related staff training 	Individual WASL score improvement for identified students	Griffith, Gonzales
	<ul style="list-style-type: none"> • Health curriculum review and staff training 	Health adoption and schedule	Health Task Force
2009/2010	<ul style="list-style-type: none"> • PBS/PBIS If approved, continue Phase 1 implementation Continue conversation and staff decision 	Staff vote and possible PBS Notebook	PBS Team
	<ul style="list-style-type: none"> • Train staff on 2nd Step A Violence Prevention Curriculum and Anti-bullying strategies. 	Dates on training, minutes	Gonzales, ESD Staff
	<ul style="list-style-type: none"> • Implement 2nd Step A Violence Prevention Curriculum. 	Dates of implementation, student behavior data, student survey	Gonzales
	<ul style="list-style-type: none"> • Rachel's Challenge -- bring presentation to school 	September 30 th , student behavior data	Griffith/Gonzales
	<ul style="list-style-type: none"> • Health curriculum taught to all 7th and 8th graders 	Schedule, student grades, staff feedback	Health Task Force
2010/2011	<ul style="list-style-type: none"> • PBS/PBIS If approved, continue Phase 2 implementation 	PBS Handbook	PBS Team
On Going	<ul style="list-style-type: none"> • Anti-Drug/Alcohol curriculum 	Student involvement in SADD and related clubs, student behavior data	ESD Staff
	<ul style="list-style-type: none"> • Lunch Buddy program 	Attendance & Behavior Data, staff, student, parent response	Gonzales
	<ul style="list-style-type: none"> • Student led conferences in the Spring 	Percent of attendance, staff, student, parent feedback	All Staff
	<ul style="list-style-type: none"> • Outreach pertaining to Parent Volunteers, School/Community events 		All Staff
	<ul style="list-style-type: none"> • Monthly CARE SIT (Student Intervention Team) meetings 	CARE SIT referral forms	All Staff

GOAL #3

Major Goal #3 Stated in Measurable Terms:

View Ridge Middle School will operate as a Professional Learning Community.

	Significant Goal Related Activities:	Evaluation Measure:	Person(s) Responsible
2008/2009	• What are PLC's review and staff article reading	Staff meeting minutes, staff survey	SIP Team
2009/2010	• Review PLC key elements/structures/processes	Staff meeting minutes	SIP Team
New	• View Ridge staff sets building structures/processes	Creation of structures/processes	SIP Team
On Going	• Professional Learning Community development		SIP Team
	• Book clubs – professional reading	Staff discussions, reflections, minutes	All Staff
	• Research new methods specific to subject	Staff meeting minutes, percentage of staff sharing new learning, implementation of new learning	All Staff
	• Research new methods specific to middle school learners	Staff meeting minutes, percentage of staff sharing new learning, implementation of new learning	All Staff
	• Curriculum information about K-6 and High School Vertical alignment	Vertical alignment	District
	• Collaboration Meeting/Curriculum Meeting	Dates completed, minutes	All Staff

Goal:
SMART Goal:

Improve State Math Test Scores

The amount of seventh and eighth grade students at VRMS who meet or exceed the average state standard scores will be at or above the state averages.

Narrative:

In 7th Grade, the Math department didn't achieve their goal for 08_09, and scores retreated 2.5 percentage points. A number of causes have been identified including: the length of class periods (i.e. shorter than current), good concept development in the curriculum but lack of skills and concept practice, classes being grouped by ability which has been shown to aid high-level students but be detrimental for low-level students.

In 8th Grade scores dropped 6.8 percentage points. A number of causes have been identified including: absence of the regular teacher for the first half of the year, the length of class periods (i.e. shorter than current), good concept development in the curriculum but lack of skills and concept practice, and some degree of grouping by ability.

Strategy:

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Look into feasibility to achieve more contact time for Level 1 and 2 kids, possibly as an elective.		During 1 st trimester	Math teachers with Chris Griffith	If schedule is so amended this year or next.
To implement the new curriculum to achieve better alignment with state standards, to allow for more consistent and extensive practice of skills and concepts, and to provide improved extra-classroom support to students and parents from these resources.		Whole year	Math teachers	Anecdotal and informal observation
To increase the percentage of students progressing upwards from Level to Level (assuming the same performance level descriptors will continue from WASL to MSP).		Analysis of MSP score data ('10/'11)	Math teachers	Analysis of MSP scores

To fully implement the digital resources in the curriculum, and support and encourage their use by students and parents.		By end of second trimester	Math teachers	Accountability of math teachers
To develop a local exit and/or entry test for our courses. To develop common assessments for three or four units in both courses.		Complete and administer 1 test per trimester	Math teachers	Accountability of math teachers
To develop one work sample for each course per trimester throughout the year for purposes of assessment.		Complete 1 per trimester	Math teachers	Accountability of math teachers
	To attend workshops which will improve math instruction, assessment and pedagogy.	During year	Math teachers and Chris Griffith	Accountability of math teachers / principal. Increase classroom resources bank, and their implementation.
Procedures for evaluating success in reaching this goal: Evaluate state testing scores for seventh and eighth grade students.				

Goal:
SMART Goal:

The Language Arts staff will increase the WASL/MSP Reading scores for the 7th grade to 8th grade cohort.
 The 8th Grade cohort will show at least a 6% increase in WASL/MSP Reading scores from the previous year's scores.

Narrative:

Students at View Ridge Middle School have traditionally shown an increase in Reading Assessment scores ranging from nearly 1% to as much as 6% as they move from 7th to 8th grade year. We found this to be consistent when we looked at WASL Reading results over the past four years. Our goal is to reach and maintain a minimum of a 6% increase in the cohort group. This is a more generous targeted increase for cohort scores than students show in comparison to overall states scores.

Strategy:

We are maintaining an aligned curriculum which will help us verify student progress within specific classes and across the grade level. Common assessments and staff collaboration will help us identify target areas where students are not meeting acceptable standards.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Align curriculum each trimester	Time and common reading resources	Trimester	Gunn, Jones, Tag	Our common assessment and review of student progress on analogous classroom assignments
Common assessments	End of Trimesters and common inventory/scoring guide	Trimester	Gunn, Jones, Tag	Verify student understanding of common rubric (scoring guide) and compare student data/results

Procedures for evaluating success in reaching this goal: This goal will be measured through MSP test data.

Goal:

Students' WASL reading scores will increase from their cohort score in 6th grade to their cohort score in 7th grade.

SMART Goal:

This 7th grade cohort of students will increase their average cohort WASL scores by 3% for reading from 84% in 6th grade to 87% in 7th grade.

Narrative:

Over time, student cohorts have traditionally scored lower in both reading and writing from 6th to 7th grade ASA COHORT at the state and district levels. This year, with the implementation of the new curriculum and writing and reading across the curriculum that is being done, we have set a goal for student scores as a cohort to increase.

Strategy:

We have aligned curriculum using the curriculum map and course framework in all areas. We check with each other frequently to be sure we are on track. We are having common assessments along the way to assess student learning. With the decrease in time available, we are more succinct in our teaching. Other teachers in the building will share the responsibility of teaching reading in the content areas.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Align curriculum each trimester	Time	Trimester	Gunn, Jones, Tag	If we are on track with each other.
Common assessments	Time	Trimester	Gunn, Jones, Tag	Common rubrics and comparing student data

Procedures for evaluating success in reaching this goal: WASL scores

Goal:
SMART Goal:

Students' WASL writing scores will increase from their cohort score in 6th grade to their cohort score in 7th grade.
Our current 7th grade cohort of students will increase their average cohort WASL scores by 3% for writing from 66.8% to 69.8% in 7th grade.

Narrative:

Although there was a .99% decrease in scores from last year's WASL 7th grade writing, we feel that we spent more time on the new literature curriculum and how to incorporate the writing with the literature.

Strategy:

We have aligned curriculum using the curriculum map and course framework in all areas. We check with each other frequently to be sure we are on track. We are having common assessments along the way to assess student learning. With the decrease in time available we are more succinct in our teaching. Other teachers in the building will share the responsibility of teaching writing in the content areas.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Align the curriculum each trimester	Time	Trimester	Jones, Tag, Gunn	To check to see if we are on target
Common assessment	Time	Trimester	Jones, Tag, Gunn	Common rubrics and comparing student data

Procedures for evaluating success in reaching this goal: WASL scores

Goal:

To increase the percentage of music student who are at a Level 3 or 4 on the CBPA for each specific test given to the designated class and to have 100% participation across each class.

SMART Goal

The goal is to increase in each area by at least 1%. General music will not have data in 2009-2010. Also, have a least one CBPA finished by the March deadline to send as examples to the state.

Narrative:

The CBPA is state mandated as a way to measure the knowledge and the application of the knowledge to more than one situation. In 2008-2009 there were: 13/14 passed (93%) in general music, 54/77 (70%) passed in choir and 29/30 (96%) passed in band on their CBPA. This does not account for error in percentages based on absent students during the testing window.

Strategy:

Spend more class time on purposeful, in depth study of music.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
<p>Do a complete lesson on each specific area of the CBPA, instead of doing parts at a time, spread over the year randomly.</p> <p>Focus on specific areas for a longer length of time, with more importance placed on specifics, instead of looking at the performances as a whole</p>	<p>Manuscript paper, recordings, posters, music,</p>	<p>2009-2010 school year.</p>	<p>Stephanic Bloom, Phillip Scamahorn, Bob Meek</p>	<p>When the lesson is finished, will more students be able to meet the standard set by the state/school district. This will show in their scores for specific assignments.</p>

Procedures for evaluating success in reaching this goal: Grade the CBPA based EXACTLY on the rubrics provided by the state. Find the data of passing/not passing in percentages.

Goal:

Improve all science strands: Systems, Application and primarily Inquiry in the 7th and 8th grade science classes.

SMART Goal:

Students will improve in the domains of systems, application and inquiry through increased skills in mathematics, technology, logical/critical thinking and team problem-solving investigations. Inquiry MSP scores will increase to 65%.

Narrative:

After evaluating the WASL results from 2008-2009 school year, all strands of science will be targeted to improve from 51.4% to 65% in the 2009-2010 school year. The domain of Inquiry will be the main focus for this year, providing students with consistently scheduled logical/critical thinking activities, prompts, challenges, etc.

Strategy:

The process of increasing student learning and performance mastery in Systems, Application and Inquiry will be accomplished by the implementation and integration of mathematics, technology, logical/critical thinking activities, improved curriculum design, and pursuing relevant, professional training.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Two integrated Math/Science projects per year	Time to collaborate with math department instructors	2 times per year	Science and Math dept.	The process for monitoring the effectiveness in
Two integrated Tech/Science projects per year	Time to collaborate with technology instructors	2 times per year	Science and Tech. department	will be established by evaluating students' scores on the following assessments:
Inquiry prompts, activities practiced 2 times/mo	Attend science seminars: Inquiry based topics	On-going	Science Dept.	<ul style="list-style-type: none"> - Formative - Summative
Writing and designing investigations		On-going	Science Dept.	<ul style="list-style-type: none"> - Performance
Bridge curriculum gaps between elementary, middle, and high school	Time to meet with elementary and high school science instructors	By the end of 2009-2010	MAST Grant, Griffith	<ul style="list-style-type: none"> - Subjective - Observation
Fill holes: State requirements that are missing in FOSS kits, district approved curriculum.	Time to enhance curriculum: designing critical enrichment activities	By the end of 2009-2010	Science Dept.	<ul style="list-style-type: none"> - MSP results
				-

Procedures for evaluating success in teaching this goal: The procedures for assessing the outcome of this goal will incorporate the evaluation of specific assessments (listed above) by the Science Department instructors.

Goal:
SMART Goal:

Improve student performance on Social Study CBA scores over the next five years with 100% of student participation

In year two (2010) 80% of the students at View Ridge will meet or exceed a passing grade of (3) on a scoring rubric (1-4), according to the Curriculum Based Assessment issued by the State of Washington

Narrative:

The seventh and eighth graders at VRMS will learn how to research and develop their topics and ideas related to the Curriculum Based Assessment's from 2010 – 2014. Our goal is for 80% of the students to receive a 3 or 4 (3 is the standard) in year 2 (2010). With a goal that the 80% will continue to increase by 5% each year for the next five years ending with 100% of kids meeting the standard by 2014. The overall increase will give us a 25% growth over a 6 year span.

Strategy: Periodically assess students on performance and research skills; Check in with each student at VRMS to make sure progress is being made; Ask for student voice on better ways that teachers can help students; Ask for feedback from administration (learning walks); formative and summative assessments; final evaluation of CBA's to see what improvements can be made to reach our 2014 goal.

Activities/Task	Professional Development	Timeline	Who is Responsible?	Monitoring Effectiveness
Develop research skills pertaining to informational text connecting to the CBA's	Time needed to pinpoint what research skills are necessary to complete the given CBA	Twice Annually; Fall/Spring	Aaron Broeckel, Joe Michaud, Brian Gunn	Assess student's using quiz or test format
Utilize supplemental materials provided by OSPI	Time to access the OSPI website	Twice Annually; Fall/Spring	Aaron Broeckel, Joe Michaud, Brian Gunn, Chris Griffith	Provide students with enough materials essential to the task for the teacher and student
Make use of additional supplemental materials	Time to review supplemental materials	Twice Annually; Fall/Spring	Aaron Broeckel, Joe Michaud, Brian Gunn	Survey students. Are needs being met?
Review 6 traits of writing	Meet with the Language Arts department here at VRMS	Twice Annually; Fall/Spring	Aaron Broeckel, Joe Michaud, Brian Gunn	Assess student's using quiz or test format
Model CBA examples of various scores (0,1,2,3,4)	Time to access samples from OSPI or previous years	Twice Annually; Fall/Spring	Aaron Broeckel, Joe Michaud, Brian Gunn, Chris Griffith	Student's will score previous papers of their own to grasp the knowledge of a (0, 1, 2, 3, 4) should be.
Employ outside materials as well as an in class influence to complete the CBA	Have time to develop research based high performance on CBA's			

Procedures for evaluating success in reaching this goal: This goal will be measured using CBA given at two different times throughout the year.