**­­­­School Improvement Plan**

**Name of School: Ridgeview Middle School**

**School Year: 2019-2020**

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| **Data Snapshot Summary:** Based on the data from the OurSCHOOL survey our Social and Emotional Outcome results showed a need for growth.  “Students who are intellectually engaged and find learning interesting, enjoyable and relevant” 63%  “Students who are interested and motivated in their learning” 39%  As evidenced through observations and conversations, there is a need for students to see them see themselves as engaged in their learning.  **Goal:** *By June 2020, we will strengthen the engagement of all learners (staff and students) at RMS.*  **Indicators of Success:**   * SEL lessons are embedded into the curriculum * SEL activities are implemented into the classroom * SEL trial team members celebrate the achievement of their personal SEL goal * SEL Trial team continues to collaborate with leads and other SEL trial schools * Staff, students, and families are modeling a Growth Mindset * Staff, students, and families are using social and emotional learning strategies * Improved results on the OurSCHOOL survey – Students who are intellectually engaged and find learning interesting, enjoyable, and relevant/Students who are interested and motivated in their learning * Fewer ESST referrals |

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| **Strategies/Actions** | **Implementation Plan** | | **Monitoring Plan** | | | **Monitoring Report** | |
| **Strategy/Action** | **Responsibility** | **Timeframe** | **Evidence** | **Accountability** | **Frequency** | **Impact** | **Next Steps** |
| (List the strategies and actions for realizing this goal, each in a new row) | (Who is implementing this strategy/action?) | (In what timeframe/date range will implementation occur?) | (What evidence will be examined?) | (Who is examining the evidence?) | (At what frequency will the evidence be examined?) |  | |
| **Strategy**  Deepening our understanding of SEL through Phase 2 SEL Trial - skill development and building capacity focus |  |  |  |  |  |  | |
| Action:   * Consult with Tami Mutch- Ketch and Stacey Killam (SEL Lead) and develop Phase 2 | Admin  SEL Lead  Tami Mutch- Ketch | September 12, 2019 | Skills and Knowledge Perception Tool (2019-2020) | Tami Mutch- Ketch  SEL Lead  Admin | As needed | Submitted SEL Proposal on October 31 (waiting for budget approval from Tami Mutch- Ketch) | |
| Action:   * Co-construct plans for phase 2 (Skill development focus) | SEL Trial Team  SEL Lead | September 23, 2019 | SEL Lessons embedded into curriculum as noted through observations and conversations | SEL Trial Team  Admin  SEL Lead | Weekly | SEL lead has met with all SEL Trial Team members to set a goal and to create a plan of what support with look like for each teacher on the Trial Team.  Angela and Amanda have sent an email (Nov 14) to all staff with resources and documents attached to encourage all staff to be engaged in SEL activities with every class that they teach in an effort to get to know students, build relationships and make connections. | |
| Action:   * Set personal goals to deepen understanding of SEL | SEL Trial Team members  SEL Lead | October 2019 | Skills and Knowledge Perception Tool | SEL Lead to check in with individual SEL Trial Team members | Twice annually 2019-2020 (October 2019, May 2020) | SEL lead to check in with individual SEL Trial Team members (May / June).  Each SEL Trial Team member set a personal SEL goal (October 2019) that the lead will support them in achieving. | |
| Action:   * Continue to provide support for RMS with their understanding of SEL by sharing SEL activities with staff at monthly staff meetings to trial with their classes | SEL Trial Team members  SEL Lead | Monthly (First Tuesday of each month) | Walkthroughs | SEL Trial Team members  SEL Lead  Admin | Weekly walkthroughs | SEL meetings  Staff meetings (monthly)  November 5 – Mindful eating (Angela) | |
| Action:   * Collaboratively develop and provide PL (SEL/ growth mindset)   to engage staff and students | SEL Trial Team members  SEL Lead | Monthly staff meetings  Professional Learning Days  Assemblies | Walkthrough evidence of SEL activities in classrooms, assemblies and PL feedback  Exit slips from staff and students | SEL Trial Team members | Ongoing | SEL Trial Team to debrief after walkthroughs, assemblies and PL days  Amanda and Angela provided Growth Mindset PL to teachers on August 29. Suzanne and Scott provided the same PL to EAs on November 8.  Amanda and Angela are looking for SEL activities during walkthroughs. Mitch Bragg was provided positive feedback for his SEL lesson on November 14.  SEL Trial members were provided release time to plan the family learning session and the school wide “kick-off”.  A school wide Growth Mindset “kick-off’ was held on October 10. The assembly was high energy and engaging. All students and staff were provided with an RMS stress ball. SEL Leads were in attendance and Tweeted about the event. SEL Trial Team asked for feedback from homeroom teachers re: positive talk.  SEL Trial Team members will be engaged in District PL (November 26, 29 and December 3). | |
| Action:   * Communicate about SEL and Growth Mindset to families | SEL Trial Team  Admin  SEL Lead | Monthly newsletters  Evening parent event (October 17, 2019) | Attendance of families  Feedback from families | SEL Trial Team | Ongoing | Amanda provided monthly SEL updates in RMS newsletter.  RMS SEL Trial Team hosted a Growth Mindset family learning session on October 17. The five families attended expressed the value of the session and wished that more families attended. The information from the school wide kick off and the family learning session were sent home via School Messenger to all families for their use. | |

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| **Data Snapshot Summary:** Through student forums, OurSCHOOL Data, and the RMS Connectedness Survey, it is evident that not all students identify an adult connection. This affects their sense of belonging and feeling of safety, which in turn affects their engagement in school.  “Students who feel safe at school as well as going to and from school” 52% of students felt safe.  “Students with a positive sense of belonging: students who feel accepted and valued by their peers and by others at their school” 56% of students had a high sense of belonging.  “Students with positive relationships: students who have friends at school they can trust and who encourage them to make positive choices”  76% of students had positive relationships.  The OurSCHOOL data reflected a high percentage of positive relationships with peers. Our goal is to extend these positive relationships between students and adults at RMS.  **Goal:** *Continue to reinforce and foster the importance of connectedness to build positive relationships during the 2019-2020 academic school year.*  **Indicators of Success:**   * All students identify an adult on staff they connect with * Increased participation in clubs, sports, and student activities * Increased attendance on S.P.A.R.K. day * Improved results on the OurSCHOOL survey – Students who feel safe at school as well as going to and from school/Students with a positive sense of belonging: students who feel accepted and valued by their peers and by others at their school/Students with positive relationships: students who have friends at school they can trust and who encourage them to make positive choices * Fewer ESST referrals * Positive talk is the norm at RMS * A sense of RMS Tiger pride is shown through words and actions of staff and students * Regular staff attendance at afterschool activities (in and out of school) * Staff are informed and invited by students to their activities in the community * Students can see themselves in school because they have a variety of opportunities for involvement |

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| **Strategy**  RMS Staff will continue to build connections through purposeful conversations |  |  |  |  |  |  | |
| Action:   * Implement school wide (6, 7, and 8) lunch from 12:10-12:50pm (includes increased activity time) | RMS Staff | Beginning Sept. 4 | Student Forum  Staff meetings  PowerSchool Reports | Staff  Students  Admin | Daily observations and conversations | Staff visibility - purchased vests for each staff member to increase visibility for safety.  Staff and student feedback - as a staff we revisit the combined lunch hour every month at our staff meetings. We have done trouble shooting around duty schedule/teacher placement and logistics.  As of November, the gym is now being used every day at lunch time to provide and additional space for students to get active.  We have created a Club Hub as a central information center outside the office where a variety of rotating clubs are being offered to meet the interests of all students. Students are being encouraged to initiate student led clubs if there is something that is not currently being offered to meet their interests and engaged others. | |
| Action:   * Collaboratively review the 2018-2019 Connectedness Survey using feedback from staff and students and create and implement an action to target the “red” students (students who self-identify as not having any connections with adults at RMS) | RMS Staff  Data Team  Core Leadership | September 2019 | Survey results  OurSchool Data  Intervention plans  Reflection Notes | Data Team  Core Leadership  Admin | Sept 16 - Sept 27 | Data Team meetings  Staff meetings  Teachers were matched up with students who were “red”; intentionally check-ins and conversations were held. Teachers shared their feedback via email on their results. The results were collated by Amanda and shared with staff. | |
| Action:   * Use the OurSCHOOL Data 2019 to dig deeper. RMS will create and administer a school survey targeting some of the questions from the Our School Data that suggest areas of improvement. | RMS Staff | January 2020 | Completed student surveys | Data Team  Core Team  Admin | January 2020 |  | |
| Action:   * Collate data from the RMS Survey and create/implement an action plan to strengthen the areas of growth. | Data Team  RMS Staff | January/ February 2020 | Completed student surveys | Data Team  Core Team  Admin | January/February 2020 |  | |
| Action:   * Initiate more opportunities for student involvement | RMS Staff | September 2019 - June 2020 | Quantity and quality of choices  “Club Hub” to inform students and promote choices and encourage involvement | RMS Staff  RMS Students | Ongoing | The “Club Hub” was established in October 2019. Staff are offering a variety of clubs to target student interests. Students are frequently visiting the “Club Hub”. | |
| Action:   * Conduct monthly forums that invite students (various focus groups) | Admin  Invited Facilitators | Last Friday of each month | “Hot topic” discussion items and feedback  Minutes from forums | RMS Staff  RMS Students | Monthly | September - Student feedback on “changes”. Actions were taken, minutes were shared. Amanda was the facilitator.  October – How to communicate the Behavior Matrix beyond the Handbook.  Minutes were shared with staff. Nancy was the facilitator. The PBIS team will look at the feedback during December meeting to develop an action plan.  November- Student activities for December  December- no forum | |