

School Improvement Plan

Central Kitsap Middle School | 2017-18

Principal: Scott McDaniel



Central Kitsap School District's Mission is to equip our students with knowledge and skills to succeed and prosper in an ever-changing global Society.

Our District will be an academically strong, fiscally sound, and safe, positive learning community.

Enrollment	2014-15	2015-16	2016-17
October Student Count	452	489	714
May Student Count	455	488	716

Gender (October)	2014-15	2015-16	2016-17
Male	48.7%	47.6%	51.7%
Female	51.3%	52.4%	48.3%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	12.8%	10.4%	10.9%
American Indian/Alaskan Native	0.2%	0.6%	0.4%
Asian	7.1%	7.4%	6.4%
Black / African American	3.8%	4.5%	3.8%
Native Hawaiian / Other Pacific Islander	0.4%	0.6%	1.0%
White	63.1%	62.4%	60.4%
Two or More Races	12.6%	14.1%	17.1%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	27.7%	30.5%	25.3%
Special Education	9.2%	8.6%	10.8%
Transitional Bilingual	1.8%	2.3%	2.2%
Migrant	0.0%	0.0%	0.0%
Section 504	7.3%	7.2%	5.9%
Foster Care	n/a	n/a	n/a

ELA, Math and Science (SBA or MSP)	2014-15	2015-16	2016-17
6 th Grade ELA	n/a	n/a	61.8%
6 th Grade Math	n/a	n/a	54.7%
7 th Grade ELA	72.8%	70.1%	68.2%
7 th Grade Math	66.1%	66.8%	61.3%
8 th Grade ELA	74.0%	75.1%	70.4%
8 th Grade Math	73.0%	73.3%	65.8%
8 th Grade Science (MSP)	73.0%	77.9%	77.9%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			15.5%
Suspensions and Expulsions	69	71	15

Improvement goal: ELA

Goal 1 (all kids): By the end of the 2017-2018 SY, 80% of ELA students at each grade level will meet or exceed standard as measured by the SBA.

Goal 2 (Reducing specific, identified gaps): Currently, 51% of our low income students scored a 0-2 level on the ELA SBA, where 25% of the non low-income scored a 0-2 level on the ELA SBA. The ELA Department will identify low income students and actively work with them to close the achievement gap by 10% by the end of the 2017-2018 SY.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Focus on grade level-designated vocabulary.</p> <p>Provide independent daily reading time during class. Accountability will be determined by individual teachers.</p> <p>Meet with students to set reading goals.</p>	<p>Assessment points at beginning, middle, and end of school year.</p> <p>Beginning or end of period: 10 minute increments for either pleasure or using a program to track lexile improvements</p> <p>Beginning in September, we will initiate periodic STAR assessments</p>	<p>Teacher directed instruction, student-centered activities</p> <p>Teacher directed instruction, student-centered activities</p> <p>Teacher will administer test and set goals with students</p>	<p>Pre, Mid, Post Assessment</p> <p>Library, classroom sets. District resources and personnel to assist in providing interim assessment strand data broken down by concept. Professional leave for team to analyze and plan for instruction.</p> <p>Access to Renaissance and goal sheets</p>	<p>Student monitor progress on comparison document.</p> <p>As a department, we will commit to administering interim SBA assessments and to meet to review and analyze the results to re-evaluate our goal.</p> <p>Use the “progress monitoring” feature in Renaissance and print the graphs for the students discussion.</p>

<p>Analyze efficacy of the intervention with data from a follow up SBA Interim Block assessment.</p> <p>Monthly department professional learning community meetings to measure effectiveness, and respond collectively when students don't learn. Data is used and a main point of conversation and planning.</p> <p>Build Student/Family/Teacher relationships by providing three math nights.</p>	<p>Multiple times through-out the year</p> <p>Each month through-out the year</p> <p>To be scheduled to coincide with the interim block pre-assessment</p>	<p>Math department leader; math teachers</p> <p>Math department leader; math teachers</p> <p>Building administrators, Math department leader; math teachers</p>	<p>SBA Interim Block Assessments as pre and post tests</p> <p>Participate in training on accessing the SBA Interim Blocks data</p> <p>Time and ideas. Funds to purchase professional books Research effective strategies to teach low income students</p> <p>Read book/articles that focus on effective teaching strategies for teaching low income students. Participate in Jo Boaler's Growth Mindset on-line PD</p> <p>Funds for catering and math manipulatives</p>	<p>SBA Interim Block Assessments.</p> <p>CEL 5D evaluations</p> <p>Family participation, improved math scores on interim post tests</p>
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Improvement goal: SCIENCE

Goal 1 (all kids): 80% of students will be proficient on the state science assessment.

Goal 2 (Reducing specific, identified gaps): Based on a 16% achievement gap on the state science MSP for 2016-2017 between low-income and non designated students, we will reduce the low-income designated achievement gap by 5% on classroom assessments.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Monitor progress of identified students and review quarterly to modify action items as needed.</p> <p>Positive contact with all families of low income students - with continuing contact as needed to support struggling students</p> <p>Department will implement flexible class policies, including no homework and will accept late work for a passing grade.</p>	<p>quarterly (1st quarter = baseline)</p> <p>Before end of November</p> <p>Start of year</p>	<p>All teachers</p> <p>All teachers - Check in at Thursday dept. meetings.</p> <p>All Teachers</p>	<p>Low income designation</p> <p>Student and family contact information. Google Form/Sheet to document parent contact.</p> <p>None Needed</p>	<p>Create a shared sheet to record average scores by designation for summative assessments.</p> <p>Record of contacts made with parents.</p> <p>Description of class policies on syllabus and available in front office to parents, counselors and administrators</p>

Improvement goal: DISCIPLINE**Goal 1 (all kids):** We will reduce discipline referrals to administrators by 20% in the 2017-2018 school year.**Goal 2 (Reducing specific, identified gaps):** We will reduce the office referrals of students with repeated incidence during the 2016-2017 school year by 50% in the 2017-2018 school year.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Referring staff member will touch base with student to reflect on strategies to limit future incidences (after prompt follow-up information from administration regarding the result of the referral).	Sept. 2017 to June 2018	Referring staff & administrative staff who handled referral	Behavior tracking sheets for some students with multiple referrals	Tracking sheets monitored by designated staff at the beginning and end of the day. Rewards and consequences specific to each student.
Team meeting (in person or through email) with staff to discuss/share strategies after repeat referral.	Sept. 2017-June 2018	Any concerned staff	Self-monitoring strategies (e.g., neon cards) for students to regulate their behavior	Monitored on tracking sheet to measure how many times student is using the card
Create positive/ongoing communication with parents/guardians.	Sept. 2017 to June 2018	Involved staff/administrators	Contact information for families, positive post cards	Positive communication tally within teams 2 times per year
Concerted effort to build positive staff/student relationship(s).	Sept. 2017 to June 2018	Student's teachers and other staff who have contact with student	Counseling survey that is administered to all students three times a year.	Positive communication tally within teams 2 times per year
PBIS (Use of positive rewards for favorable behavior)	Sept. 2017 to June 2018	Any staff in contact with student.	Ongoing training in PBIS strategies.	Results from positive reward menu item redemption

Improvement goal: ABSENTEEISM

Goal 1 (all kids): During the 2017-18 school year, we will decrease absenteeism by 10% for students who have 3 or more grades under 80%. (From 95 students in the 2016-17 school year)

Goal 2 (Reducing specific, identified gaps): Students who have 10% or greater absences struggle in school academically. This year we will reduce the number of students with significant absences (18 school days) by 12%. (From 113 students in the 2016-17 school year)

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Meet with student and family to determine barriers to attendance and design individualized interventions specific to student needs.	Sept 2017- June 2018	Dean of Students	Training and ongoing consultation with Kitsap County Juvenile Court.	Meeting tally reviewed 2x per year with teams
Teacher teams collaborate to designate a check-in and check-out staff member to make intentional positive connections with the student.	Sept 2017- June 2018	Counselors	Meeting time	Positive interaction tally per student in the program, reviewed 2x per year with teams
Counselors administer WARNS or other similar assessment to make data-driven decisions on action steps/interventions.	Sept 2017- June 2018	Counselors	Training on assessment to be used.	Quarterly review of attendance reports, using Power School.