

School Improvement Plan

Ridgetop Middle School | 2017-18

Principal: Rusty Willson



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	434	436	713
May Student Count	434	424	713

Gender (October)	2014-15	2015-16	2016-17
Male	45.9%	47.0%	50.6%
Female	54.1%	53.0%	49.4%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	13.6%	14.7%	16.3%
American Indian/Alaskan Native	0.5%	0.7%	0.4%
Asian	7.6%	8.3%	7.3%
Black / African American	3.5%	3.7%	2.5%
Native Hawaiian / Other Pacific Islander	1.2%	1.4%	2.1%
White	56.0%	53.9%	55.1%
Two or More Races	17.7%	17.4%	16.3%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	36.6%	32.5%	28.3%
Special Education	16.1%	17.7%	16.5%
Transitional Bilingual	2.8%	2.4%	3.2%
Migrant	0.0%	0.0%	0.0%
Section 504	1.6%	2.4%	3.1%
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	65.8%
6 th Grade Math	n/a	n/a	60.4%
7 th Grade ELA	62.6%	54.3%	65.8%
7 th Grade Math	66.9%	54.1%	64.5%
8 th Grade ELA	59.9%	69.6%	62.0%
8 th Grade Math	69.1%	71.4%	61.8%
8 th Grade Science (MSP)	63.8%	72.8%	66.8%

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			20.9%
Suspensions and Expulsions	68	37	29

Improvement goal: ELA

Goal 1 (all kids): All or nearly all students at RMS will improve in their IRL by half a grade level with a focus on their reading comprehension. We will be utilizing the STAR for this data on a bi-monthly basis.

Goal 2 (Reducing specific, identified gaps): All or nearly all students at or below grade level at RMS will show growth in their reading comprehension as measured by giving bi-monthly STAR tests.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
District adopted Reading programs Collections Close Reader workbooks Independent Reading Content vocabulary Skills	Sept. 2017 - June 2018	All Staff (ELA, Social Studies, Science, and Math)	District adopted materials Collections / content specific materials trainings Staff collaboration G/D/C team collaborations	STAR (Renaissance Learning)

Improvement goal: MATH

Goal 1 (all kids): By the end of the 2017-2018 school year, the Middle School Math Students will increase the percent of students meeting or exceeding CCSS, as measured by the SBA, by 5% (currently 61.8% goal 66.1%)

Goal 2 (Reducing specific, identified gaps): By the end of the 2018-2017 school year, the tier 1 & 2 students will demonstrate personal growth of 20 point when comparing SBA scores from 2017 to 2018.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Using the on-line benchmark assessments included with our new district adopted curriculum enVision by Pearson, we will administer a pretest then the test after instruction to measure student growth.</p> <p>Tier 1 & 2 students in math lab will receive additional instruction</p>	<p>September 2017- June 2018</p>	<p>Math Teachers</p>	<p>On-line benchmark assessments provided by Pearson.</p>	<p>The number of benchmark assessments depends upon the curriculum based on grade level.</p>

Improvement goal: SCIENCE

Goal 1 (all kids): 85% of students in Science 6, 7, 8 will write explanations(CER) that earn an average of 3 using the CER rubric and MSP rubric by the end of semester 2.

Goal 2 (Reducing specific, identified gaps): 75% of Reading Intervention students will write explanations(CER) that earn an average of 3 using the CER rubric and MSP rubric by the end of semester 2.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Common template and rubric Sentence starters Revisions and peer editing Grade level resources	Baseline: October December February Final: April	All science teachers Robert Detweiler Scott Davis Ashley Hinton Jodi Maras Crystal Dominguez Karla Bouck	Department release day to assess CERs together	Formative and summative CERs Daily work focusing on C, E and R to practice. 4 summative CER

Improvement goal: DISCIPLINE

Goal 1 (all kids): Reduce loss of instructional time due to student behavior by implementing and supporting in-classroom PBIS and Restorative Practices from 433 to 325 (25% reduction).

Goal 2 (Reducing specific, identified gaps): Reduce loss of instructional time for our African-American boys due to student behavior by implementing and supporting in-classroom PBIS and Restorative Practices with these students in mind.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Support in Instructional Teams (common teacher) Improved clarity in Intervention Referral Form Professional Development for PBIS, Restorative Practices and classroom level strategies Progressive System of possible consequences with focus on problem solving between student/family/staff	Referral numbers published each month Monthly discipline meetings as admin team	Classroom teacher Admin to continually support through problem-solving and professional development	Time during Thursday Early Releases for PD and collaborative work around student behavior Common Planning time	Grade level instructional teams will monitor progress for their students Intervention Data is continuously collected

Improvement goal: ABSENTEEISM

Goal 1 (all kids): We will reduce the number of student absences by 20% by expanding our response to absenteeism.

Goal 2 (Reducing specific, identified gaps): We will reduce by 20% the number of students who are considered “at risk” due to their cumulative absenteeism. At risk is defined by a 10% absent rate, and our baseline will be the 2016-2017 school year.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
We will have regularly attendance meetings for early identification of the students who need intervention. Parent letters, home phone contacts, parent meetings, home visits, counseling support Recognition of Perfect Attendance	Bi-monthly attendance meetings beginning 9/27	Administration will lead these efforts for intervention with the support of the Attendance Secretary and Dean of Student	Resources to communicate to families the impact of their absenteeism	Data provided by PowerSchool in regards to attendance Discipline data as it pertains to truancy and unexcused absences Attendance intervention communication log