

RIDGETOP MIDDLE SCHOOL IMPROVEMENT PLAN 2023-2024

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Shaun Takenouchi (Principal)
 Thomasina Rogers (Assistant Principal)
 Toby Tebo (Assistant Principal)

Americo & Juvanka Perez (Parents)
 Maggie Snyder (Parent)
 Chris & Sonia Malloy (Parent)

NEEDS ASSESSMENT SUMMARY

This year, our school’s theme is “Raider Family: Where YOU Belong.” Our team is dedicated to launching our district’s newly developed 3-year strategic plan with an emphasis on the core value of “Students First.” We’ve utilized professional development time to focus on improving Tier 1 systems, supports and classroom-based strategies on a schoolwide level. For the past 3 years, post-pandemic closure, our administrative team has learned the value of being highly visible throughout the schoolhouse and providing student training via direct instruction from an administrator (i.e. Student Rights and Responsibilities, HIB, Common Area Expectations). This year, our entire staff team will be experiencing the Ci3T process to develop a solid framework of responsive systems and structures of support for all students.

Last Spring 2023 our SBA data showed that about 44% of our students passed the ELA test, about 37% passed the Math test, and about 30% passed the Science test. In comparison to the Spring 2022, we have gone down in our % of students passing in all 3 subject areas, by about 3-5% per test. Another trend that we have been noticing is that there is a significant discrepancy between the percentage of students who are “passing” a course versus the percentage of students meeting standard on the SBA. This is an area we will be addressing with instructional staff to ensure that passing grades are not “inflated” - that they are a reasonable predictor of how students will perform on the state assessment. We will be revisiting the SBA/TIDE item bank for ELA, Math and Science teachers to integrate into instructional lessons, as appropriate.

As we focus our efforts on improving student achievement, there are some areas that we are finding that we need to concentrate on.

Areas of Focus

1. Equitable & inclusionary practices (MLL and struggling students)
2. Tier 1 supports
3. Math supports for struggling students

DATES REVIEWED & REVISED PLAN

October 19, 2023 February 22, 2024 May 16, 2024

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Demographics

Ethnicity	20-21	21-22	22-23
All Students	616	712	744
American Indian/Alaskan Native	0.5%	1%	.5%
Asian	5%	6%	7%
Black/ African American	2%	3%	4%
Hispanic/ Latino of any race(s)	17%	16%	15%
Native Hawaiian/ Other Pacific Islander	1%	2%	2%
Two or More Races	19%	17%	18%
White	55%	55%	54%

Student Group	20-21	21-22	22-23
All Students	616	712	744
English Language Learners	4%	5%	5%
Highly Capable	11%	12%	14%
Low-Income	36%	37%	41%
Military Parent	22%	24%	24%
Mobile	5%	4%	3%
Section 504	5%	5%	6%
Students with Disabilities	13%	14%	15%
*Suppressed or Not Available			

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Student Performance (Met Standard on SBA)

Ethnicity	English Language Arts			Math			Science		
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	63%	57%	59%	57%	40%	43%	*	47%	52%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	70%	64%	67%	65%	57%	50%	*	73%	63%
Black/ African American	44%	33%	32%	39%	<10%	18%	*	<10%	*
Hispanic/ Latino of any race(s)	59%	55%	51%	53%	26%	33%	*	41%	38%
Native Hawaiian/ Other Pacific Islander	43%	*	33%	36%	*	<17%	*	*	*
Two or More Races	64%	55%	61%	59%	43%	42%	*	59%	51%
White	65%	59%	63%	59%	44%	49%	*	47%	57%

*Suppressed or Not Available

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Student Group	English Language Arts			Math			Science		
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	63%	57%	59%	57%	40%	43%	*	47%	52%
Female	68%	62%	63%	55%	40%	42%	*	44%	49%
Gender X	*	69%	*	*	46%	*	*	*	*
Male	57%	51%	55%	58%	39%	45%	*	51%	55%
English Language Learners	<10%	13%	18%	18%	21%	11%	*	36%	<30%
Section 504	56%	58%	49%	39%	43%	34%	*	46%	41%
Low-Income	54%	40%	44%	47%	27%	25%	*	38%	30%
Military Parent	65%	56%	59%	56%	35%	43%	*	31%	47%
Students with Disabilities	20%	16%	15%	19%	13%	15%	*	22%	15%

*Suppressed or Not Available
 **Source: WA State Report Card

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Central Kitsap District Communication Plan for the Importance of State Assessments 2023-2024

Timeline	Description
September – October	<ul style="list-style-type: none"> ● Board study session on sub group participation rate in state assessments. ● Assessment calendar posted on the district website. ● District notifies that score reports are in PowerSchool. Cover letters are in students’ home language. ● Provide teacher talking points for conferences. ● Provide Parent/ Family guides in multiple languages available for conferences.
November – January	<ul style="list-style-type: none"> ● Board Study Session on Fall SBA results. ● Send to each building for their school e-news an article on the importance of state assessments and participation. ● Provide a nudge letter for families who didn’t participate the previous year. ● Provide a powerpoint for best practices for state testing for building staff meetings.
February – March	<ul style="list-style-type: none"> ● Provide an article on best test taking strategies for preparing for state assessments. ● Spring conference reminders about the importance of the upcoming state assessments. ● Publish and advertise the schools, grade bands and dates of student state assessments.
April – May	<ul style="list-style-type: none"> ● Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time) ● Communicate to families and provide ample make up windows for students.

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IMPROVEMENT GOAL: ELA

GOAL 1 (All Students): 85% of students will be at benchmark proficiency. (Grades, STAR Assessments, SBA, and other formative assessments)

GOAL 2 (Identify Unique School Gap): Multilingual students meeting proficiency standards on the SBA will improve from 0% to 25%.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> • <i>What strategies are you using to achieve the goal</i> • <u>Include family engagement strategies</u> 	<ul style="list-style-type: none"> • <i>When will this activity begin and end</i> 	<ul style="list-style-type: none"> • <i>Who will provide the leadership for this activity</i> 	<ul style="list-style-type: none"> • <i>What are the resources that will be used to accomplish this activity</i> • <i>How will staff acquire the necessary skills and attitudes to implement this activity</i> 	<ul style="list-style-type: none"> • <i>What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes</i>
As close to 100% participation in STAR Benchmark Assessment	Sept - June	ELA Team	<ul style="list-style-type: none"> • STAR data reports • PLC time 	<ul style="list-style-type: none"> • STAR Assessment data
Implementing new Amplify curriculum <ul style="list-style-type: none"> - utilizing the differentiation tool within the Amplify curriculum 	August - June	ELA Team	<ul style="list-style-type: none"> • August Professional Development • District Jobs Alike 	<ul style="list-style-type: none"> • STAR Assessment • Assessment Grades
Push in support for multilingual students	Sept - June	Multilingual Specialist	<ul style="list-style-type: none"> • collaboration time with ELA teachers and ML Specialist 	<ul style="list-style-type: none"> • STAR Assessment • ELPA Assessment scores • Semester Grades •

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Targeted support for multilingual students	Sept - June	Multilingual Specialist	<ul style="list-style-type: none"> ● collaboration with district ML Specialist ● collaboration with ELA teachers 	<ul style="list-style-type: none"> ● STAR Assessments ● Semester Grades
Professional Learning Community (PLC) time	Oct. - May	ELA Team Administrative Team	<ul style="list-style-type: none"> ● STAR Data report ● Assessment Data ● PLC time to focus on this. 	<ul style="list-style-type: none"> ● STAR Assessment Data ● Semester Grades ● Assessment Data
February Review				
May Review				

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): 85% of students will be at benchmark proficiency. (Grades, STAR Assessments, SBA, and other formative assessments)

GOAL 2 (Identify Unique School Gap): Multilingual students meeting proficiency benchmarks on the SBA will improve from 8% to 33%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Utilize TIDE/SBA Practice Assessments and Item Bank to formatively assess students skills and practice format	Nov - June	Admin District Staff Math Teachers	<ul style="list-style-type: none"> Access to TIDE easy for each staff member Finding out where the TIDE question sets match curriculum topics Develop timeline to ensure quarterly usage of these tools 	<ul style="list-style-type: none"> Progress on formative assessments will demonstrate progress Grades, STAR, and SBA will show progress
Utilize IXL formative assessments and practice sets to build math skills	Sept- June	Math Teachers	<ul style="list-style-type: none"> Ensure all teachers know how to use the diagnostic features of IXL 	<ul style="list-style-type: none"> Grades, STAR, IXL, and SBA will show progress

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			<ul style="list-style-type: none"> • Ensure all teachers know how to measure the growth of skills progress for students 	
Work on building a small group structure to the daily math instructional format, where kids can flexibly move between independent/small group structures	Sept-June	Math Teachers	<ul style="list-style-type: none"> • Create a common format to math instruction to include vocabulary, review, direct instruction, small group, and application tasks • Peer walkthroughs to see partners in action and use feedback, reflection to create strength in lesson format structure 	
Create a Daily Math Review structure that highlights 3-5 review math skills and a process of teach, review, and build mastery on essential skills	Oct - June	Math Teachers	<ul style="list-style-type: none"> • Create a 3-5 question daily review format to look at concepts that are essential • Once 90% competency is reached, shed the skill and add in another 	
Assess math fact competency for each student. For those students not at benchmark, use IXL to diagnose and supply just the right practice. Utilize goal setting/rewards system to build up these foundational math facts skills.				

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February Review				
May Review				

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (All Students): Students passing the Science SBA will improve from 52% to 70% meeting proficiency.

Goal 2 (Identify Unique School Gap): Multilingual students meeting proficiency benchmarks on the SBA will improve from 16% to 41%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Implement newly adopted Amplify Science curriculum (Year 1)	August - June	Science Team Admin (support)	Curriculum Specialists <ul style="list-style-type: none"> Jeff Friers Doug Dowell District Job-Alikes ERT	Amplify’s chapter quizzes and Unit assessments
Utilize Amplify’s “on-demand” units via Espanol for ML students, as appropriate	September - June	Science Team	<ul style="list-style-type: none"> Amplify Overview (June ‘23) Amplify Bootcamp 1 & 2 Amplify online teacher resources 	Amplify’s chapter quizzes and Unit assessments
Utilize SBA/TIDE assessment and item bank to practice to supplement instructional curriculum.	October - May	Science Team Admin (support)	<ul style="list-style-type: none"> Student Services Specialists ERT Professional Development 	<ul style="list-style-type: none"> Amplify’s chapter quizzes and Unit assessments Passing course grades Science 8 SBA

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Partner with community resources to enrich curriculum through real-world experiences	October - June	Science Team Admin (support)	Guest Speakers (TBD) Local organizations (TBD) Online forums (e.g. NASA)	Amplify's chapter quizzes and Unit assessments
February Review				
May Review				

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): Students will arrive at all assigned classes on time each day.

GOAL 2 (Identify Unique School Gap): Decrease the amount of students who are absent 20 or more days from the previous school year. (About 100 students)

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Attendance data review	Weekly <ul style="list-style-type: none"> Report updated every Thursday Attendance Team meets every Friday 	Admin Counselors Attendance Secretary	<ul style="list-style-type: none"> Weekly Attendance Report from PowerSchool RMS Attendance Tracker (Template) 	<ul style="list-style-type: none"> Weekly attendance data for individual students Schoolwide data
Student Conference (Tier 1)	September - June As needed, per KitsapCo truancy guidelines	Admin Counselors Attendance Secretary	<ul style="list-style-type: none"> UNEXCUSED Absence - Letter #1 Assessment of Barriers to Attendance 	<ul style="list-style-type: none"> Weekly attendance data for individual students Schoolwide data
Student Support Team meeting (Tier 2)	September - June As needed, per KitsapCo truancy guidelines	Admin Counselors Attendance Secretary	Excessive EXC Absences Letter	<ul style="list-style-type: none"> Weekly attendance data for individual students Schoolwide data

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Develop and implement a tardy policy	September - June	Admin Student Support Para	<ul style="list-style-type: none"> Weekly Attendance Report from PowerSchool Tardy Policy & Procedure 	Weekly attendance data for individual students Schoolwide data
Admin presence in halls during passing time	September - June Daily / between periods	All Administrators		<ul style="list-style-type: none"> Weekly attendance data for individual students Schoolwide data
Provide highly desirable/PBIS activities that encourage positive attendance	Quarterly	Admin Team Counseling Team ASB PTA	<ul style="list-style-type: none"> Plan for activities for each quarter Gym/Cafeteria Space 	<ul style="list-style-type: none"> Monthly attendance data for individual students Grade-level data Schoolwide data
February Review				
May Review				

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): Based on Student Life Survey, the percentage of students who feel a sense of belonging will increase to at least 60% or higher

GOAL 2 (Identify Unique School Gap): Based on the Student Life Survey, the percentage of Multilingual students who feel a sense of belonging will increase to at least 75% or higher.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing <i>FORMATIVE</i> or <i>SUMMATIVE</i> evidence will be gathered to show this activity is making a difference in student outcomes
Building staff AGENCY & CAPACITY to address harmful language at the Tier 1 level	August 2023	RMS Admin CK Equity Specialists (Amy White & Martha Little)	<ul style="list-style-type: none"> Responding to Harmful Language/Actions ProfDev workshop 8/29 (2 hrs) CK Equity resources via ClassLink 	<ul style="list-style-type: none"> PowerSchool incident reports related to harmful language SWIS data (harmful language)
Implementation of class meetings on a consistent basis	September - June	All teachers Admin	Class Meeting Resource Website	Student Life Survey Data from Fall and Spring

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				Feedback from Student Voice groups
Implementation of Student Voice groups	November - June (at least once per quarter)	Administrators	<ul style="list-style-type: none"> ● Students selected will be representative of our diverse population ● Strategic questions to ask ● Creating Action Plan 	<ul style="list-style-type: none"> ● Student Life Survey Data from Fall and Spring ● Feedback from Student Voice groups
Targeted support for multilingual students	September - June	Multilingual Teacher Multilingual Specialist Admin	<ul style="list-style-type: none"> ● collaboration with district ML Specialist ● collaboration with ELA teachers 	<ul style="list-style-type: none"> ● WIDA data ● Student Life Survey Data from Fall and Spring
Providing translators for ML families during Open House, conferences and other events where appropriate	September - June	Multilingual Teacher Multilingual Specialist Admin	work with district ML Specialist to arrange for translators	<ul style="list-style-type: none"> ● Attendance data of families who were provided translation services
ML students proficient in language(s) other than English will take the World Language Proficiency Exam to earn high school credit	Spring 2024	Multilingual Teacher Multilingual Specialist Admin	Space to administer exam	<ul style="list-style-type: none"> ● Student Life Survey Data from Fall and Spring
Effectively utilize our counseling staff to support our students	September - June	Counselors Military Family Life Counselor Student Assistance Professional	Weekly Admin/Counseling meetings	

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Anchored 4 Life Club → Kit Crew	September - June	Counselor Advisor A4L Team Leader A4L Team Reps	<ul style="list-style-type: none"> ● A4L backpacks + supplies ● Pirate bears from Naval Base Kitsap ● Storage space 	Student Life Survey Data from Fall and Spring
Anchored 4 Life Club → Student Tours (school community focus)	September - June Annual visit with Captain ____ of the U.S. Naval Base Kitsap (program funding review)	Counselor Advisor A4L Team Leader A4L Team Reps	<ul style="list-style-type: none"> ● School map ● Hall pass 	Student Life Survey Data from Fall and Spring
Anchored 4 Life Club → Quotes Monday	October - June Annual visit with Captain ____ of the U.S. Naval Base Kitsap (program funding review)	Counselor Advisor A4L Team Leader A4L Team Reps	<ul style="list-style-type: none"> ● Quotes bulletin board ● Morning YouTube LIVE announcements 	Student Life Survey Data from Fall and Spring
Anchored 4 Life Club → Real Talk Tuesday student interviews focused on “belonging”	2x / month <ul style="list-style-type: none"> ● new-student meeting ● lunchtime session Annual visit with Captain ____ of the U.S. Naval Base Kitsap (program funding review)	Admin Advisor A4L Team Leader A4L Team Rep	<ul style="list-style-type: none"> ● https://anchored4life.com/ ● 23-24 A4L Real-Talk Plan ● Participation treats / prizes ● Morning YouTube LIVE announcements ● Large-panel monitor ● Media Club members/equipment 	<ul style="list-style-type: none"> ● Student Life Survey Data from Fall and Spring ● Content available for monthly Media Club broadcast during ADV

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Anchored 4 Life Club → Service Project / Service “Drive”	Semester 1 (1x, December) Semester 2 (1x)	Counselor Advisor A4L Team Leader A4L Team Reps	<ul style="list-style-type: none"> • Communication plan (internal, external) • 3 storage bins (office area) 	Grade-level participate rate (parameters set by the team - e.g. by the pound, # of donated items, etc.)
OurGEMS (mentoring & service-minded girls empowerment program)	October - June Monthly @ 9:20-10:15	Counselor Community Resources <ul style="list-style-type: none"> • Vicki Collins • Harriet Bryant 	Classroom space	Student Life Survey Data from Fall and Spring
Power Raiders (English) Power Raiders (Multilingual)	September - June When new students arrive	Registrar Librarian Multilingual Teacher Student Leaders (pre-selected)	<ul style="list-style-type: none"> • Hall passes • Students w/ leadership skills • Students fluent in other languages 	<ul style="list-style-type: none"> • Student Life Survey Data from Fall and Spring • Individual student attendance
Afterschool Clubs	September - June	Club Advisors (staff) Club Leaders (student) ASB		
ASB Activities <ul style="list-style-type: none"> • Spirit Week • Community Drives • Dances • Pep Assemblies • Student Store 	September - June		PTSA and District funding resources for students of-need (e.g. free dance tickets)	
February Review				
May Review				