

# KMS SIP 2025-2026

## School Improvement Plan (2025-26)

*The mission of Kickemuit Middle School is to support all students to become engaged, self-motivated learners and prepare them to be responsible, productive citizens.*

### Vision

Through the use of high quality curriculum and student-centered learning, Kickemuit Middle School is dedicated to cultivating the intellectual, social and emotional growth of early adolescents. We are dedicated to providing for the educational needs of all students in a safe, supportive, and culturally diverse environment.

### Values

**Respect, Responsibility, Resilience, and Safety:** Respect: We believe in creating an environment where respect, honesty, and appreciation of individual differences are fostered.

Responsibility: We believe that motivating students to become independent learners leads to taking responsibility for their own learning and actions.

Resilience: We believe that students can persevere through challenges and grow from their experiences.

Safety: We believe in creating a safe, supportive and secure learning environment for all students.

### Theory of Action

*If School...*

If teachers implement HQCM with integrity and follow the high-level engagement strategies embedded in the curriculum,

*Then School can...*

then we will increase rigor within our classrooms.

*So that...*

we increase overall student engagement, performance, and proficiency thus meeting our school improvement goals.

## Needs Assessment

The data in the academic areas of Mathematics and English Language Arts revealed a need to focus on improving math and ELA scores. Additionally there is discrepancy between the percentage of students within our subgroups meeting proficiency compared to their peers that do not fall into these subgroups.

Baseline Data:

43.7% of our students are meeting or exceeding expectations in ELA

36.6% of our students are meeting or exceeding expectations in Math

Therefore, we have selected the following main priorities for the academic year: ELA improvement, Math Improvement and student engagement.

### Priority 1: ELA Improvement

*We will improve students' overall performance in mathematics*

Kickemuit Middle School works to set rigorous goals for all students and provides support to its staff through professional learning and resources to improve reading and writing. All staff are responsible for ensuring that all students have the support needed to succeed.

## Commitments

## Measurable Goals

**Goal #1 - By 2027 Student ELA proficiency will increase from 43.8% to 75% as measured by RICAS and progress monitored by the I-Ready Diagnostic. All other students will move up at least one proficiency level from where they started.**

**Initiative 1: Continued implementation of our newly adopted high quality curriculum material, StudySync.**

*Shift instructional practices so that students take ownership of learning in the ELA classroom through increased opportunities to participate in discourse about texts read and their own writing.*

**Supporting Research and Evidence:**

Brief Description: Providing Reading Interventions for Students in Grades 4–9

**Citation:** Regularly provide opportunities for students to read a wide range of texts.

**URL:**

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=19>

| Action Step                                                                                                                                                                                                                                   | Complete-Date |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Continue to implement HQCM with integrity and follow the high-level engagement strategies embedded in the curriculum. increase overall student engagement, performance, and proficiency as we strive to increase rigor within our classrooms. | 06/30/2026    |
| Continue the use of the KMS walk through tool and use its data to share with teachers to reflect, collaborate, and improve                                                                                                                    | 06/24/2026    |
| Partner with CLEE and its PLANS (Plan, Learn, Act, Network, Sustain) initiative to boost student outcomes with free, comprehensive school improvement support                                                                                 | 06/30/2026    |
| Strategically teach students expanded vocabulary comprehension through the social studies curriculum.                                                                                                                                         | 06/30/2026    |

**Initiative 2: Focus on research based vocabulary routines that increase long-term language acquisition and improves comprehension**

*Continue to implement HQCM with integrity and follow the high-level engagement strategies embedded in the curriculum. increase overall student engagement, performance, and proficiency as we strive to increase rigor within our classrooms.*

| Action Step | Complete-Date |
|-------------|---------------|
|-------------|---------------|

|                                                                                                        |            |
|--------------------------------------------------------------------------------------------------------|------------|
| ELA instruction will Focus on 4-5 vocabulary words connected to the central idea                       | 06/29/2026 |
| Utilize components of the vocabulary routine to increase exposure and articulation with key vocabulary | 06/28/2026 |
| ELA teachers will continue to receive coaching and support from the ELA coordinator during CPT         | 06/29/2026 |

### Initiative 3: MTSS Framework

*Build a strong MTSS Framework to increase student proficiency in ELA*

| Action Step                                                                                                                                                                                                                                   | Complete-Date |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Continue to implement HQCM with integrity and follow the high-level engagement strategies embedded in the curriculum. increase overall student engagement, performance, and proficiency as we strive to increase rigor within our classrooms. | 06/30/2026    |
| Maintain and further develop MTSS meetings following MTSS protocols and data reviews                                                                                                                                                          | 06/30/2026    |
| Flex, planning center, RISE improving progress monitoring - fidelity to evidence based intervention materials                                                                                                                                 | 06/30/2026    |

## Priority 2: Math Improvement

*We will improve students' overall performance in mathematics*

Kickemuit Middle School works to set rigorous goals for all students and provides support to its staff through professional learning and resources to improve student learning in the area of mathematics . All staff are responsible for ensuring that all students have the support needed to succeed.

## Commitments

## Measurable Goals

**Goal #1 - By 2027 Student Math proficiency will increase from 34.8% to 75% as measured by RICAS and progress monitored by the I-Ready Diagnostic. All other**

students will move up at least one proficiency level from where they started.

**Initiative 1: Strengthen teacher ability to engage students and maintain rigor in the math classroom.**

*Utilizing the CICF Implementation Progression teachers will work towards refining our implementation of “Component 1: Equity”. This will include using classroom structures that allow a variety of opportunities for students to engage with grade-level content, adjusting pacing to ensure all students have access while maintaining rigor.*

**Supporting Research and Evidence:**

ESSA Tier: 1 Brief Description: Using Student Achievement Data to Support Instructional Decision Making

**Citation:** Make data part of an ongoing cycle of instructional improvement

**URL:** [Using Student Achievement Data to Support Instructional Decision Making](#)

| Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Complete-Date |
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| Scheduled monthly data meetings with a focus on reviewing student data and instructional planning based on: Diagnostic Results State Testing Results End of unit assessmentsStudent work                                                                                                                                                                                                                                                                                                                                                                     | 06/30/2027    |
| With the support of the RI math project and Curriculum associates increase data literacy for all teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 06/30/2024    |
| Researching/piloting tools to improve usability/ access to student data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 06/30/2027    |
| Participation in 3 year research study with Center for Public Research and Leadership (CPRL) at Columbia University, RAND, and the Research Partnership for Professional Learning (RPPL) at Brown University on math HQIM implementation and student outcomes. Math coach and assistant principal completed calibration requirements and will collect data through classroom visits utilizing the CICF tool. KMS will utilize data collected through classroom visits and teacher surveys to create a culture of collaboration with math teachers in looking | 06/30/2026    |

for continuous improvement through goal setting and professional learning.

Teachers participated in PD in the calibration process of the walkthrough tool. Teachers scheduled for walkthroughs as an opportunity to share perspectives and engage in professional learning about curriculum implementation.

06/30/2026

## **Initiative 2: Build a strong MTSS Framework to increase student proficiency in math**

*According to the Fidelity Integrity Assessment, KMS had an overall score of Implementing. A strong MTSS framework will provide all students with daily core instruction. All students including MLL students and students with IEPs will have access to core instruction while receiving any needed support in Tier 2 or Tier 3 intervention.*

### **Supporting Research and Evidence:**

ESSA Tier: 1 Brief Description: Evidenced-based strategies for increasing students' math performance

**Citation:** Routine problems can be solved using methods familiar to students by replicating previously learned methods in a step-by-step fashion.

**URL:** [Evidence-based strategies for increasing students' math performance  
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS\\_PG\\_043012.pdf#page=16](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pdf#page=16)

### **Action Step**

### **Complete-Date**

Develop and implement a multi-tiered instructional support system available to all students. T1:Fidelity to high quality curriculumProvide coaching in the area of instruction utilizing differentiation T2:Implement evidence based T2 intervention. Developing and scheduling sections of interventions for students Professional development through the RI math project on research based intensive interventions.T3:Implement intervention with fidelity:Research based intensive interventions flexible 10-15 min groups 1-3 students 2-3 days a week Track progress monitoring data

06/01/2027

Meet with grade level PLCs to: Review data Pinpoint instruction focus/standards Develop T2 problem solving & Intervention plans for groups of students Establish procedures to measure fidelity of implemented interventions. Follow-up in 4-6 Weeks to assess group's progress 06/30/2026

Continue to implement HQCM with integrity and follow the high-level engagement strategies embedded in the curriculum. increase overall student engagement, performance, and proficiency as we strive to increase rigor within our classrooms. 06/30/2026

### Priority 3: Proficiency across all subgroups

Increase student proficiency across all subgroups

MLL:

In the area of ELA, increase from 0% proficiency to —% proficiency

In the area of Math, increase from 6.7% proficiency to \_\_\_\_% proficiency

Students with Disabilities:

In the area of ELA, increase from 3.5% proficiency to —% proficiency

In the area of Math, increase from 2% proficiency to \_\_\_\_% proficiency

Black/African American:

In the area of ELA, increase from 9.1% proficiency to —% proficiency

*In the area of Math, increase from 0% proficiency to \_\_\_\_% proficiency*

## Commitments

## Measurable Goals

Goal #1 - Increase student proficiency across all subgroups

MLL:

In the area of ELA, increase from 0% proficiency to 25% proficiency

In the area of Math, increase from 6.7% proficiency to 25% proficiency

Students with Disabilities:

In the area of ELA, increase from 3.5% proficiency to 25% proficiency

In the area of Math, increase from 2% proficiency to 25% proficiency

Black/African American:

In the area of ELA, increase from 9.1% proficiency to 25% proficiency

**In the area of Math, increase from 0% proficiency to 25% proficiency**

### Initiative 1: Awareness Training

*Provide awareness training on evidence based instructional practices for students within our subgroups. Activate stakeholder engagement by igniting the voice and engagement of students and families through effective School Improvement/Leadership Teams.*

#### Action Step

#### Complete-Date

WIDA self paced modules Book study

06/30/2026

Lesson internalization with deep focus on: differentiation for all learners/special populations

06/30/2026

Prioritization to students from subgroups that would benefit from RICAS Ramp up of other similar programs

06/30/2026

## Initiative 2: Students as mathematicians

*Teachers of Illustrative Mathematics: facilitate accessible, affirming instruction that consistently positions students as mathematicians with relevant funds of knowledge.*

### Action Step

### Complete-Date

Teachers use classroom structures to ensure all students contribute to the mathematical community. Teachers use structures and routines (e.g., quiet think time, Think Pair Share, Stronger and Clearer Each Time) to engage students in small-group discussions.

06/30/2026

Teachers position all students as mathematicians, infuse joy into learning math, and give students opportunities to make sense of problems. Teachers pay attention to how students and groups of students are positioned, varying the roles students play in small groups and calling on a variety of students. Teachers do not privilege some strategies or means of communication over others (e.g., written, verbal). Teachers celebrate risk-taking (e.g., by praising a student who tries a strategy they have never used before, accepting student contributions without judgment). Teachers celebrate mathematical thinking and give students opportunities to celebrate each other's efforts.

06/30/2026

Teachers pace lessons and adapt instruction to reflect the needs, identities, interests, and gifts of students. Teachers amplify connections to students' backgrounds, experiences, and prior knowledge. Teachers plan for a variety of opportunities for students to engage with grade-level content, adjusting pacing to ensure all students have access while maintaining rigor. Teachers draw upon suggestions in IM "Access for English Learners" and "Access for Students with Disabilities" (e.g., notice when students may benefit from more opportunities to "Co-Craft Questions" about a context, or "Turn and Talk" about a question or prompt).

06/30/2026

## Initiative 3: StudySync Professional Development

*Curriculum implementation with following focus areas: “Differentiate for All Learners: Special Populations Resources” & “Create a Path to Success through StudySync” Data Reporting”*

| Action Step                                                                                                                                                                                                                                                       | Complete-Date |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Teachers pace lessons and adapt instruction to reflect the needs, identities, interests, and gifts of all students.                                                                                                                                               | 06/30/2026    |
| Teachers use classroom structures to ensure all students contribute to the mathematical community. Teachers use structures and routines (e.g., quiet think time, Think Pair Share, Stronger and Clearer Each Time) to engage students in small-group discussions. | 06/30/2026    |

## Priority 4: Science Improvement

*By 2027 Student Science proficiency will increase from 53.8% to 75% as measured by NGSA. All other students will move up at least one proficiency level from where they started.*

## Commitments

## Measurable Goals

**Goal #1 - By 2027 Student Science proficiency will increase from 53.8% to 75% as measured by NGSA. All other students will move up at least one proficiency level from where they started.**

### Initiative 1: Implementation of HQCM

*KMS science teachers will continue to pilot and adopt high quality Science Curriculum materials that support high quality phenomenon-based science instruction for all students.*

#### **Supporting Research and Evidence:**

EdReports

**Citation:** EdReports reviewed/researched Open SciEd and Amplify, the conclusion of

which was a perfect score. This professional learning goal ensures all students have access to high quality phenomenon-based science instruction

**URL:**

<https://www.edreports.org/reports/overview/carolina-biological-certified-version-of-open-scied-2023>

| Action Step                                                                                                                                                                                                                                                                                                                                                                        | Complete-Date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Teachers will participate in job embedded professional learning:RIDE Middle School Pilot for OpenSci Ed Build knowledge of storyline routines, science content, and pedagogy called for with the HQIM, OpenSciEd materials, experiencing it as learners and educators. Engage in reflective discussions focused on the pedagogical shifts that are required to implement OpenSciEd | 06/18/2026    |
| Utilize SchoolKit Science Module Unpacking Protocol, OEI Observation Tool and Science Practices to support all teachers in reaching the experienced or expert level                                                                                                                                                                                                                | 06/18/2026    |

## Initiative 2: NGSS Science Story Lines

*Build understanding of the Anchoring Phenomenon Routine and pedagogy by experiencing a module launch as a learner*

**Supporting Research and Evidence:**

EdReports

**Citation:** EdReports reviewed/researched Open SciEd and Amplify, the conclusion of which was a perfect score. This professional learning goal ensures all students have access to high quality phenomenon-based science instruction

**URL:**

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| Action Step                                        | Complete-Date |
|----------------------------------------------------|---------------|
| Craft a vision of high quality science instruction | 06/18/2026    |

|                                                                                                                     |            |
|---------------------------------------------------------------------------------------------------------------------|------------|
| Identify key elements of the Anchoring Phenomenon Routine by debriefing and unpacking the experiential              | 06/18/2026 |
| Learn the Unit Study Process and begin the process using the Module Unpacking Protocol and my district's curriculum | 06/18/2026 |
| Deepen understanding of the NGSS and the DCIs                                                                       | 06/18/2026 |