REEVES MIDDLE SCHOOL
School Improvement Plan
2014-2015

Enrollment (May 2014 student count)	**435**
Free/Reduced Lunch (May 2014)	**33.6%**
Special Services (May 2014)	**10.3%**
Unexcused Absence Rate (2013-2014)	**0.5%**
English Language Learners (May 2014)	**0.5%**

Communication Goal:

Reeves Middle School will continue to improve our school-to-home communication so that our community is aware of the resources and support available to all students, as well as the diverse enrichment opportunities that are offered. In an effort to communicate in a timely and efficient manner, Reeves Middle School will incorporate the use of the free program "Remind" for safe text messaging communication to hand-held devices for parents and/or students about upcoming events. Reeves Middle School will send monthly email newsletters, as well as utilize the robo-call system, to notify parents of upcoming opportunities and additional school information. Teachers will use the Skyward School Messenger System to communicate with parents in regards to their specific class curricula, assessments and any other pertinent information. Teachers will be sending home postcards each month highlighting student successes and improvement efforts.

Achievement Goals:

Reading:

Reeves Middle School students will exceed the Washington State Average of students that meet the standard on the Spring 2015 English Language Arts Smarter Balanced Assessment in Reading by 5 percentage points across all grade levels (6, 7, 8).
Strategies:

- Teach academic and domain-specific vocabulary across the curriculum, teach critical thinking skills aligned with the Common Core State Standards across the curriculum, and adopt non-fiction text and reading strategies across the curriculum.

Writing:

Reeves Middle School students will exceed the Washington State Average of students that meet the standard on the Spring 2015 English Language Arts Smarter Balanced Performance Assessment by 5 percentage points across all grade levels (6, 7, 8).
Strategies:

- Utilize a minimum of 2 Common Core State Standards writing experiences prior to testing, and use Common Core State Standards practice items to teach and assess progress toward writing goals.
- Incorporate the use of Smarter Balanced Writing rubrics on Argumentative, Informative/Explanatory, and Narrative prompts.

Math:

On the spring 2015 Smarter Balanced Assessment for Mathematics, all grade levels will maintain the same performance above the state average that they have demonstrated through the MSP test (6th grade = 18%, 7th grade = 32%, 8th grade = 20%).
Strategies:

- Incorporate Common Core Math Standards by having students working on common problems across grade levels, identifying student generated solutions that work, and sharing results from all students. Students will have opportunities to construct viable arguments and critique the reasoning of others.
- Provide additional support to low income students through math support (LAP) classes, Opportunity Time, STAR school, and increased attention and assistance during class.
- Continue using the KEMS program for remedial and general math students, and improve problem solving skills by teaching the SOLVE model and designing and utilizing Common Core type problems that reinforce reasoning and perseverance.

Science:

All eight graders on the Spring 2015 MSP assessment will improve the "Inquiry" strand pass rate up to 69%; an increase of 10% overall.
Strategies:

- Use released items as a model to build inquiry-based formative assessments for each grade level (6, 7, 8).
- Formative Assessments will be used as pre and post assessment to show student growth and identify which students need interventions and which students need enrichment.
- Provide targeted interventions on specific students during Opportunity Time and after school STAR tutoring.

Professional Growth Goal:

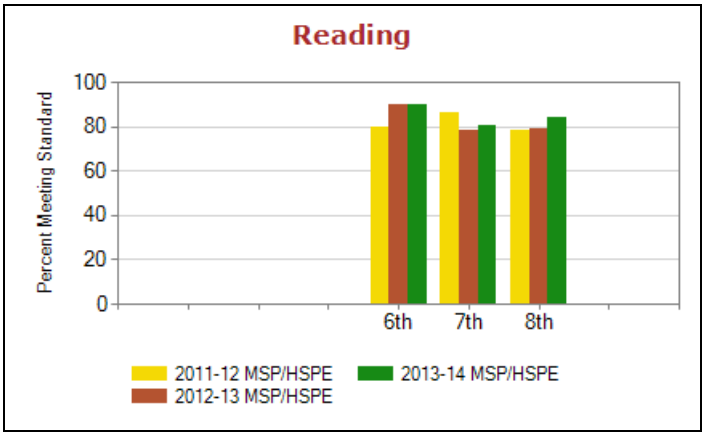
Reeves Middle School will focus their professional growth on "unwrapping" the Common Core Standards in English, Math, Science, and Social Studies. During collaboration time, teachers will identify all the essential standards in each content area, re-write the standards in student friendly language, identify the depth of knowledge for that standard, create essential questions from each standard and identify a possible performance task for each standard. Teachers will also work on developing formative assessments that incorporate multiple choice and free response questions that match the rigor and vocabulary of each standard. During departmental and grade level team meetings, teachers will have a school wide focus on developing strategies to improve critical thinking scores. Reeves Middle School will also have a school-wide focus of educating students, parents, and staff on developing grit.

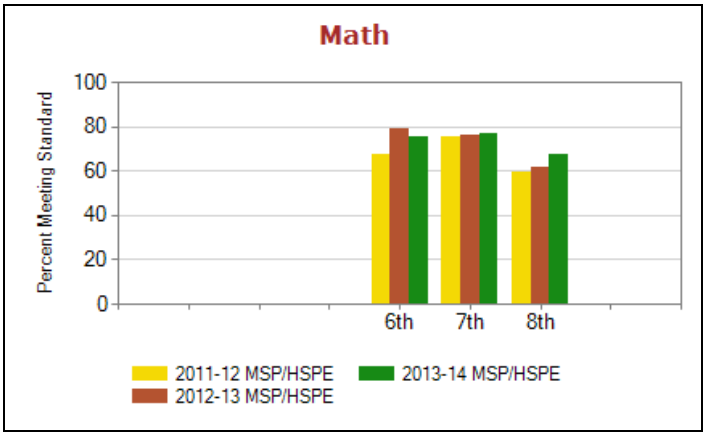
Safety Goal:

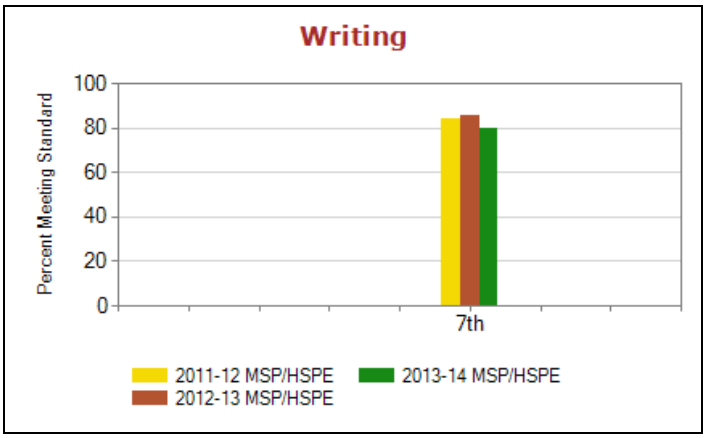
- Reeves Middle School will conduct an anonymous "bully" survey at the beginning and end of the school year and compare those results from the 2013-2014 survey. 97% of Reeves Middle School students will report "feeling safe at school" on the 2015 Spring Bully Survey, an increase of 2% from the 2014 survey. We will use the fall 2014 data from the bully survey to determine interventions, such as, but not limited to: classroom visits by school counselor addressing Harassment/Intimidation/Bullying (HIB), grade level assemblies by administration regarding HIB, meeting with students identified as demonstrating "bullying" behavior, timely response from the school when bullying has been reported.
- Reeves Middle School will create the infrastructure for a school wide Positive Behavior Interventions and Support (PBIS) system. In order to identify areas of focus, the entire Reeves Middle School staff will take part in the online PBIS School Assessment Survey. The data from this survey will drive the implementation, as well as the development of the site PBIS Leadership Team.
- Reeves Middle School will conduct an intruder on campus drill with the coordination of local authorities to incorporate the Rapid Response system. The Reeves Middle School safety team will sit down with the local authorities to identify areas of strengths and areas of improvement. As part of the physical safety of students, Reeves Middle School staff will develop a "buddy system" to partner with a fellow staff member to send students for supervision if there is a need to empty a classroom to maintain the safety of all students.

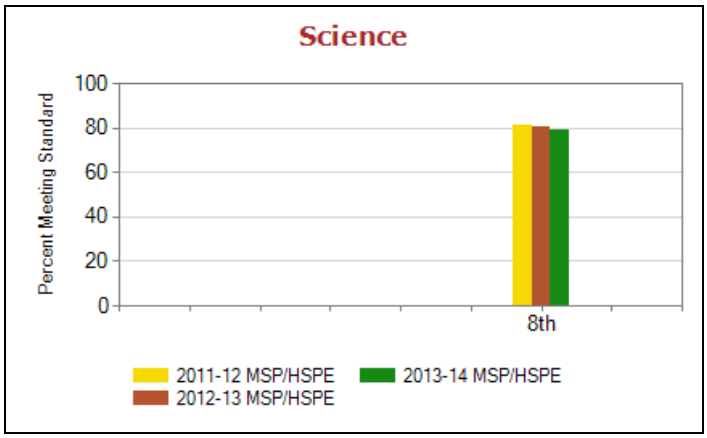
MEASUREMENTS OF STUDENT PROGRESS:

(data from OSPI)









STRENGTHS:

- Reeves Middle School continues to outperform the state average passing rate on the MSP in every grade level and in every subject area by an average of 11%. (Differences ranging from 19% to 5% higher passing rate).
- MSP Growth in the following areas: 6th grade Reading, 7th Grade Reading, 7th Grade Mathematics, 8th Grade Reading, and 8th Grade Mathematics
  - Increased percentage of Level 4 students in all grade levels in reading MSP by 5%
  - Increased percentage of Level 4 students in all grade levels in mathematics MSP by 7%

RMS staff will focus on developing strategies to establish relevancy in the classroom, as well as matching the rigor established in the Common Core Standards. RMS staff will utilize MAP scores to identify areas of growth for the year, as well as properly placing students in an environment that meets their diverse needs. We will expand our deep understanding of the Common Core Standards and the Smarter Balanced Assessment expectations through collaboration and training. Staff will also continue to identify students that must have basic needs met (food, clothing, class supplies, etc.), so that students can focus on their academics. Teachers will continue to offer extended learning opportunities that may include Opportunity Time, before and after school support, and weekly after school STAR (Students Taking Academic Responsibility) tutoring with an emphasis on specifically targeting students who struggle on an identified standard in mathematics, language arts, social studies, and/or science.

CHALLENGES:

- AMO progress for Special Education students in reading and mathematics
  - 11% fewer 6th grade students in Special Education passed the Math MSP from 2013 to 2014
  - 11% fewer 7th grade students in Special Education passed the Reading MSP from 2013 to 2014
  - 14% fewer 7th grade students in Special Education passed the Math MSP from 2013 to 2014
  - 6% fewer 8th grade students in Special Education passed the Reading MSP from 2013 to 2014
- Closing the Achievement Gap between our Special Education and Non-Special Education population
  - 48.3% fewer students in Special Education passed the Reading MSP compared to school average
  - 62.9% fewer students in Special Education passed the Mathematics MSP compared to school average

Closing the achievement gap for our Special Education population is our greatest challenge this year. These students have specially designed instruction in core subjects and have intentionally constructed schedules to receive support beyond classroom interventions. Individual review of current MSP performance and IEP accommodations will be used to address targeted assistance in the classroom, during Opportunity Time and during our after school STAR (Students Taking Academic Responsibility) program. Teachers will integrate the strategies outlined below to meet the achievement goal for our Special Education population.

<u>Special Education Goals:</u>
By Spring 2015, RMS Special Education students (Grades 6-8) will be 15 percentage points above the state average for all Special Education students on the Smarter Balanced Assessment in Reading
Strategies:

- Monthly assessment in comprehension and/or fluency to monitor progress and inform instruction
- Utilize System44 for decoding help with targeted students
- Implement Read 180 with 6th grade IEP students
- Teach comprehension strategies (visualizing, paraphrasing, predicting)
- Enlist support of Teacher-Librarian to increase interest in reading and expand supportive technology
- Incorporate a co-teaching model with a regular education English Language Arts instructor, Special Education instructor, and paraprofessional to differentiate instruction and meet the individual learning needs of all learners.

By Spring 2015, RMS Special Education students (Grades 6-8) will be 5 percentage points above the state average for all Special Education students on the Smarter Balanced Assessment in Mathematics.
Strategies:

- Utilize KEMS curriculum to provide interventions
- Students will use progress monitoring to set goals and then continue to monitor their own progress towards those goals
- Use Common Core sample problems to assess students' areas of concerns
- Use individual MAP data to create unique learning plans for each student
- Support students' individual IEP's by tying them into common core standards.