

REEVES MIDDLE SCHOOL

School Improvement Plan

2015-2016

Enrollment (May 2015)	412
Free/Reduced Lunch (May 2015)	35.0%
Special Services (May 2015)	10.7%
Unexcused Absence Rate (2014-15)	0.6%
Transitional Bilingual (May 2015)	0.7%

Communication Goal:

Reeves Middle School continues to strive to improve on our school-to-home communication so that our entire community is aware of school events, available resources to students and families, as well as enrichment and intervention opportunities for all students. Reeves Middle School will continue to use the free program "Remind" which sends safe text messaging communication system to hand-held devices for parents and/or students to be connected to upcoming events. Reeves Middle School will utilize the automated phone system to notify parents of upcoming opportunities and additional school information. Reeves Middle School teachers and administration will use the Skyward School Messenger System to communicate with parents in regards to their specific class curricula, assessments, and other school-wide events. Teachers will be sending home postcards and using Positive Office Referrals each month highlighting student successes and improvement efforts. Reeves Middle School will establish effective communication procedures so that parents/guardians will receive notification of any office discipline referrals within 24 hours. Reeves Middle School will develop effective communication procedures to ensure that special education teachers and grade level teachers share information with regards to accommodations, modifications, and specific individual needs to improve the student's achievement. Reeves Middle School will utilize the Reeves webpage calendar to keep parents informed of upcoming events at the school as well as the main page for important school items.

Achievement Goals:

Reading and Writing:

RMS students will exceed the Washington State Average of students that demonstrate proficiency on the spring 2016 English Language Arts Smarter Balanced Assessment by 10% for all tested students in grades 6, 7, & 8.

Reading Strategies:

- Teach academic and domain specific vocabulary across the curriculum
- Teach critical thinking skills aligned with Common Core State Standards across the curriculum
- Adopt non-fiction texts and reading strategies across the curriculum
- Utilize MAP Reading results to differentiate instruction for students

Writing Strategies:

- Utilize a minimum of two Common Core State Standards writing experiences prior to testing
- Utilize Common Core State Standard practice items to teach and assess progress toward writing goals
- Incorporate the use of Smarter Balanced writing rubrics on Argumentative, Explanatory, and Narrative Prompts

Math:

On the 2015-2016 Smarter Balanced Math Assessment, RMS students will increase the percentage reaching standard by cohort group by 5%. (For example, the 6th grade students in 2014-2015 SBA Math scores will increase the percent proficient by at least 5% on the 7th grade 2015-2016 SBA Math Score).

Strategies:

- All math teachers will conduct number talks on a regular basis
- Implement after school intervention program two days per week for strategically identified students
- Continue STAR after school math support one day per week for students who have not demonstrated mastery on a specific standard
- Utilize TenMarks online supplemental instruction to identify gaps in the learning and addressing those gaps in class, at home, and during after school interventions

Science:

All Reeves Middle School 8th Grade students will pass the 2015-2016 Science MSP at a rate of 80% proficient, an increase of 3% overall from the 2014-2015 school year. All Reeves Middle School students will engage in the scientific engineering writing practice of claims, evidence, and reasoning. Students will increase the pass rate of a writing sample/CER paragraph by 5% at each grade level over the course of the 2015-2016 school year.

Strategies:

- Use formative assessments as pre/post assessments to show student growth, and identify which students need intervention and which students need enrichment
- Provide targeted interventions to specific students during Opportunity Time and after-school STAR tutoring

Professional Growth Goal:

Reeves Middle School will focus their professional growth on Positive Behavior Interventions and Support. Staff will develop school wide implementation of common language for Tier 1 (school-wide) interventions in and out of the classroom. Teachers will be trained on effective RTI strategies that best fit the needs of our students in and out of the classroom. Reeves Middle School will implement a progress monitoring tool for behavior called SWIS (School Wide Information System). Reeves will utilize SWIS data to identify areas of strength and areas of focus that will differentiate strategies in and out of the classroom to address at-risk behaviors. Reeves Middle School will also focus their professional growth on vertically and horizontally aligning curriculum. Teachers will develop curriculum outline of Common Core standards for each grade level and subject. Teachers will then create rubrics and formative assessments for selected standards to address school wide goals and analyze data to share best practices with Reeves staff and district wide. Teachers will also create cross-curricular lesson plans and project based learning opportunities that will address multiple standards throughout the year. Teachers will create intervention strategies for common core standards to be used for after school interventions in math and reading.

Safety Goal:

Reeves Middle School is dedicated to providing a safe environment for the entire Reeves community. In order to help provide a safe environment, all staff members will be trained in First Aid, CPR, and the use of the AED during the November early release time.

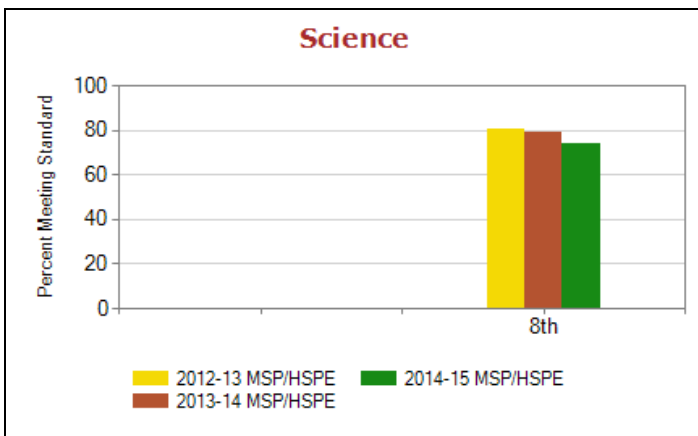
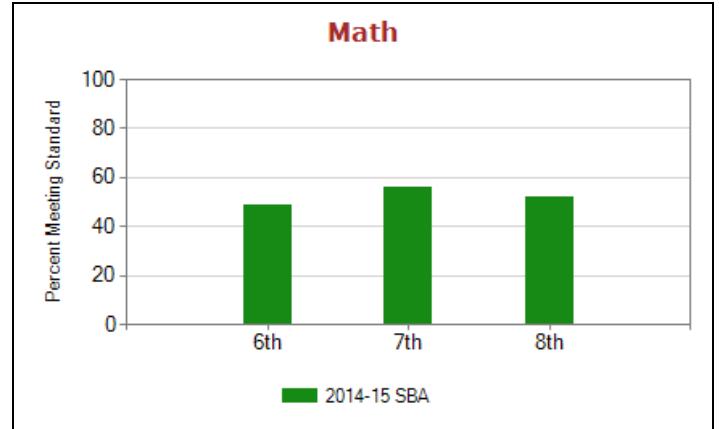
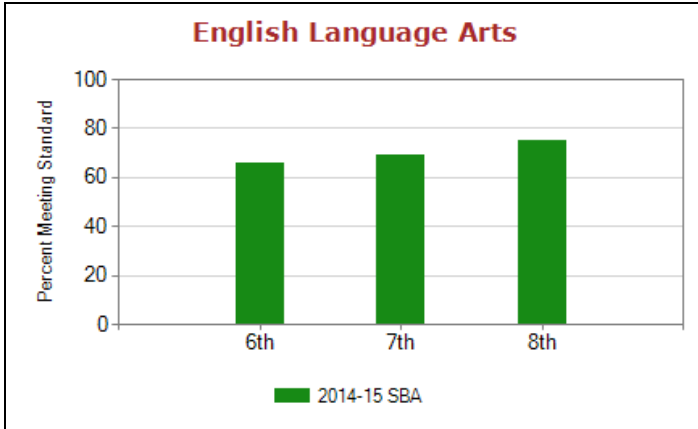
Reeves Middle School will implement a school wide Positive Behavior Interventions and Support (PBIS) system. This will create common language for staff and students to identify behaviors that support expectations. Reeves Middle School will teach the expected behaviors for all common areas as well as classroom expectations to all students; and when students demonstrate going above and beyond the four behavior expectations (Ready, Responsible, Respectful, and Resilient) they will earn a "Reeves Band" and also be put into a drawing for a monthly prize. Reeves Middle School will streamline the expectations and systems for major and minor office discipline referrals. This will promote an emotionally and physically safe atmosphere at Reeves Middle School, where all students are treated with respect and dignity.

In order to be better prepared for emergencies, Reeves Middle School will perform unannounced drills throughout the year during different times of the day, including but not limited to lunch, Opportunity Time, and passing time. Also, Reeves Middle School will have a crisis reality training by well respected expert in the field for all students, staff, and parents on emergency response during an extreme events.

Finally, for emotional safety, Reeves Middle School will conduct an anonymous "bully" survey at the beginning and end of the school year and compare those results from the 2014-2015 survey. 97% of Reeves Middle School students will report "feeling safe at school" on the spring 2016 Bully Survey, an increase of 1% from the 2015 survey. The fall 2015 bully survey data will be used to determine interventions such as, but not limited to: classroom visits by school counselor addressing Harassment/Intimidation/Bullying (HIB), grade level assemblies by administration and Security Resource Officer regarding HIB and cyber-bullying, meeting with students identified as demonstrating "bully" behavior, and timely response from the school when bullying has been reported

STATE TEST SCORES:

(data from OSPI)



STRENGTHS:

Reeves Middle School outperformed the state average passing rate on the Smarter Balanced assessment in every grade level and in every subject area.

- **6th Grade:** English Language Arts, 66.1% proficient (state average 55%). Mathematics, 48.7% proficient (state average 46%)
 - 27% of the students were Level 4 in ELA and 25% of the students were Level 4 in Mathematics
- **7th Grade:** English Language Arts, 69.1% proficient (state average 58%). Mathematics, 56.3% proficient (state average 49%)
 - 28% of the students were Level 4 in ELA and 37% of the students were Level 4 in Mathematics
- **8th Grade:** English Language Arts, 74.1% proficient (state average 58%). Mathematics, 51.9% proficient (state average 48%). Science MSP, 74.1% proficient
 - 30% of the students were Level 4 in ELA and 31% of the students were Level 4 in Mathematics

RMS staff will utilize fall MAP (Math & Reading) 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 continue to expand our knowledge of the common core standards and the expectations of the Smarter Balanced Assessment. We will identify students that are not at grade level and provide interventions to meet their needs. We will identify students that must have basic needs met (food, clothing, supplies, etc.) and utilize the Principal Checkbook Fund to support the student and their family so that the student can focus on their academics. Reeves Middle School will provide after school intervention (every Tuesday and Thursday for any student who has demonstrated that they have not mastered a specific standard). Reeves will utilize teachers, classified personnel, volunteers, and Olympia High School tutors to help reduce the ratio of students to tutors to provide as much individual attention as possible. Reeves Middle School will also provide a structured class in Math and in Reading for specifically selected at-risk students after school on Tuesday and Thursday for one hour. These classes are used to fill in achievement holes for students that cannot be made up during the regular class day.

CHALLENGES:

Closing the achievement gap for our Special Education population and our low socio-economic status students continues to be our greatest challenge year after year. There is a wide achievement gap from our Smarter Balanced Assessments between Special Education, Low Socio-Economic Status, and the rest of the Reeves population.

For students in the special education program, they will be receiving specially designed instruction in core subjects and have intentionally constructed schedule to receive support beyond classroom interventions. In order to close the achievement gap, nearly all special education students will be enrolled in adaptive English/Math class (depending on their specific learning disability) to work on holes in prior knowledge as well as a current grade level English/Math class so that they do not fall further behind. We are also developing systems for regular education and special education teachers to communicate on the needs of the students to help close the achievement gap. Special Education teachers will be providing training during staff meetings and early release days on how to better serve special education students in the classroom.

Reeves Middle School is providing targeted intervention for students after school from 3:15-4:15. One of the interventions will be based on specific standards not mastered and the other intervention will be classes for specific students that need more assistance in math or reading. Reeves Middle School will also identify any student failing a class and require them to get assistance during Opportunity Time with a grade level teacher. We will create a live Google document of the students that need to be held in during Opportunity Time so all staff can ensure they are receiving the support they need. Reeves Middle School has created a specific class for the at-risk students that are in danger of falling way behind. This class is geared to help them improve their study skills, social skills, test taking skills, etc. The teacher works on organization with these students, homework completion, interventions, and is their advocate with other teachers.

Special Education Goals

By spring 2016, 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 all IEP students with reading goals
- Teach comprehension strategies (visualizing, paraphrasing, predicting)
- Continue with the support of the teacher librarian to increase interest in reading and expand supportive technology
- For identified special education students, enroll them in grade level language arts class as well as the support class

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
- Use "Minute Math" to increase basic math skills
- For identified special education students, enroll them in grade level math class as well as the support class