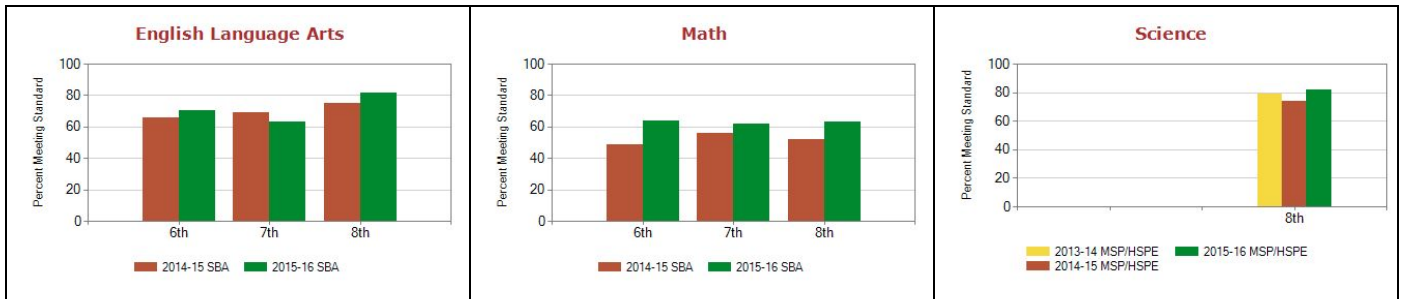


# Reeves School Improvement Plan 2016 - 2017

<b>Enrollment</b>	417
<b>Free/Reduced Lunch</b>	31.9%
<b>Special Services</b>	13.9%
<b>English Language Learners</b>	0.7%
<b>Unexcused Absence Rate</b>	0.8%
<b>Suspensions</b>	103

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



## Communication Goal:

Reeves Middle School designs 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 communications to handheld devices for parents and/or students to be notified of upcoming events. Reeves Middle School will utilize the automated phone system to notify parents monthly 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 utilize a Google calendar on our Reeves' website that allows parents to upload the calendar to their computer or personal device to keep them informed of upcoming events. Reeves Middle School teachers will increase the use of online learning management systems, such as Hapara, Google Classroom, Moodle, etc. This will allow parents and students access from a home computer to learning modules as well as work missed. Reeves Middle School teachers will send mid-term progress reports home quarterly through email and Family Access to keep parents informed of their students' progress.

## Achievement Goals:

### ELA:

#### *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.

#### Tier 1 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 and appropriately place students in support LAP classes as needed
- Implement use of new SpringBoard curriculum at grade level

#### Tier 1 Writing Strategies

- Utilize a minimum of three 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 to effectively assess students mastery and prepare for the Smarter Balanced Assessment
- Implement use of new SpringBoard curriculum at grade level

**Tier 2 Strategies**

- Monthly assessment in comprehension and/or fluency to monitor progress and inform instruction
- 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 classes as well as the support classes

**ELA SPED**

By spring 2017, 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 English Language Arts.

**ELA POVERTY**

By spring 2017, RMS students living in poverty (Grades 6-8) will be 10 percentage points above the state average for all students living in poverty on the Smarter Balanced Assessment in English Language Arts.

**MATH:**

On the 2016-2017 Smarter Balanced Math Assessment, RMS students will increase the percentage reaching standard by cohort group by 5%. (For example the 6<sup>th</sup> grade students in 2015-2016 SBA math scores will increase the percent proficient by at least 5% on the 7<sup>th</sup> grade 2016-2017 SBA math score)

**Tier 1 Strategies:**

- All math teachers will conduct number talks on a regular basis.
- Increase after school tutoring to four days a week. Two of the days will have Olympia High School honor students available for additional help, while the other days will have adult volunteers.
- Offer math tutoring with two of our classified staff, one being a math specialist, during Opportunity Time during the school day.
- Utilize online supplemental math instruction to identify gaps in the learning and addressing those gaps in class, at home, and during after school interventions.
- Utilize MAP mathematics results to differentiate instruction for students and appropriately place students in support LAP classes as needed.

**Tier 2 Strategies:**

- Utilize KEMS and TransMath 2 curriculum to provide interventions and specially designed instruction (both Special Education and LAP students).
- Use Common Core Essential Elements to plan IEP goals.
- Create an 8<sup>th</sup> grade mathematics co-teaching model with general education students and teacher with Special Education students, teacher, and paraprofessional taught at grade level curriculum.
- For identified Special Education students, enroll them in grade level language arts class as well as the support class.
- Teachers will utilize number talks and minute math weekly to engage students at the beginning of the class.
- Use individual MAP data to support IEP goal planning.
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**MATH SPED**

By spring 2017, 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.

**MATH POVERTY**

By spring 2017, RMS students living in poverty (Grades 6-8) will be 10 percentage points above the state average for all students living in poverty on the Smarter Balanced Assessment in mathematics.

**SCIENCE:**

All Reeves Middle School 8th grade students will pass the 2016-2017 Science MSP at a rate of 85% proficient, an increase of 3% overall from the 2015-2016 school year. All Reeves Middle School students will engage in the scientific engineering writing practice of Claims, Evidence, and Reasoning. Students will increase the passing rate of a writing sample/CER paragraph by 5% at each grade level over the course of the 2016-2017 school year.

**Tier 1 Strategies:**

- Use formative assessments as pre/post assessments to show student growth, and identify which students need interventions and which students need enrichment.
- Provide targeted interventions to specific students during opportunity time and homework club.
  - 8th grade students and para-educators will assist with interventions for CER writing.

**Tier 2 Strategies:**

- Utilize current event science articles at student’s ability level or Lexile level to promote reading comprehension and application (utilize Newsella software)
- Identify students that have not mastered a specific standard and bring them in to opportunity time for re-teach and re-assessment.
- Students that need additional support after re-assessment will attend after school interventions with peer tutors from Olympia High School as well as adult volunteers.

<b>SCIENCE SPED</b>	<b>SCIENCE POVERTY</b>
All Reeves Middle School 8th grade Special Education students will increase their passing rate on the 2016-2017 Science MSP from 38% in 2015-2016 to 43%.	All Reeves Middle School 8th grade students living in poverty will increase their passing rate on the 2016-2017 Science MSP from 64% in 2015-2016 to 70%.

**P**rofessional Growth Goal:

Reeves Middle School staff will focus professional growth on establishing the foundations of professional learning communities. Staff will develop school wide implementation of common language for the foundations of professional learning communities. Teachers will be trained on the effectiveness of professional learning communities as well as how to sustain effective professional learning communities. Reeves Middle School will develop the following items that will guide our school for the future: mission statement, vision statements, and collective teacher commitments. These will be the pillars in which Reeves Middle School will build programs and professional development. Reeves Middle School will continue to have staff development on curricular items in the areas of Mathematics, English Language Arts, Social Studies, Music, Robotics, Physical Education, and Science. Reeves Middle School will also learn how to effectively identify essential learning standards across all content and grade levels. In partnership with Washington Middle School, Reeves will unpack these essential standards, develop common formative assessments, and share assessment data to build strategies for student growth. Reeves will also incorporate technology training on Learning Management Systems to support the communication goal.

**S**afety 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 Harassment, Intimidation and Bullying, Boundaries, Mandatory Reporting, Medication Administration, Life- Threatening Allergies, Diabetes, and use of Epi Pens.

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 coordinate with the school resource officer during an intruder drill to analyze the effectiveness of the response.

Finally, for emotional safety, Reeves Middle School will conduct an anonymous "bully" and “connectedness” survey at the beginning and end of the school year. 95% of Reeves Middle School students will report "feeling safe at school" on the spring 2017 bully survey. The fall 2016 bully and connectedness 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, use of engagement specialist for students not connected to an adult at school, and timely response from the school when bullying has been reported. We will also incorporate “mindfulness” lessons in our 6th grade health class to teach students how to manage their stressors in a positive manner.

## **P**BIS:

Reeves Middle School will continue to 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. When students demonstrate going above and beyond the four behavior expectations (Ready, Responsible, Respectful, and Resilient) they will earn a "Reeves Band" which places their names into a drawing for a monthly prize. Reeves Middle School will streamline the expectations and systems for major and minor office discipline referrals. Reeves Middle School will work with staff to develop common expectations and intervention strategies in the classroom as well. This will promote an emotionally and physically safe atmosphere at Reeves Middle School, where all students are treated with respect and dignity.

## **S**TRENGTHS:

Reeves Middle School outperformed the state average passing rate on the Smarter Balanced Assessment in every grade level and in every subject area. Reeves Middle School also demonstrated an overall growth in students being proficient on the Smarter Balanced Assessment from the 2014-2015 assessment to the 2015-2016 assessment in the following areas: 6th Grade English Language Arts (Up 5%), 6th Grade Mathematics (Up 15%), 7th Grade Mathematics (Up 6%), 8th Grade English Language Arts (Up 7%), 8th Grade Mathematics (Up 11%), and finally Reeves Middle School increased 8% in the 8th Grade Science MSP assessment.

Reeves Middle School had a focus of working with at-risk students in the 2015-2016 school year. One of our strengths was our growth in percent proficiency of students in the low socio-economic status. We did not have growth across all areas, but we did have growth in the following areas: 6th Grade Mathematics (Up 15%), 7th Grade English Language Arts (Up 3%), 8th Grade English Language Arts (Up 13%), 8th Grade Mathematics (Up 11%), and 8th Grade Science (Up 1%). Another success for the low socio-economic subgroup is our student growth percentile. At Reeves Middle School, all students designated in the low socio-economic subgroup showed a student growth percentile of 64.5% (Up 15%) in English Language Arts and 55% (Up 12%) in Mathematics. A typical year's growth is representative with the 50th percentile.

Reeves Middle School differentiates instruction to meet the diverse needs of all learners. We focus much of our time and efforts on the students that are not at grade level, but we also provide opportunities for students to grow that are already at grade level. We showed growth in the students that achieved Level 4 (Above Grade Level) in the following areas: 6th Grade English Language Arts (Up 10%), 6th Grade Mathematics (Up 15%), 7th Grade English Language Arts (Up 4%), 8th Grade English Language Arts (Up 14%), and 8th Grade Mathematics (Up 15%).

Reeves Middle School will continue to utilize the fall MAP (math and reading) assessment 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 focus our professional development on identifying essential standards for each grade level and content so that we can be strategic in our interventions (before, during, and after school), our support classes, and our adaptive classes. We will work with the counselor, engagement specialist, teachers, and paraprofessionals to identify students and their families that need support of their basic needs. We will provide support however it is needed with the financial backing from the Principal's Emergency Checkbook Fund. Reeves will continue to provide after school support for students that are not at grade level or need a quiet place to work. We will provide interventions at this time with volunteers, paid staff members, and Olympia High School honor students. Reeves will continue to be guided by their motto: **What We Do Is Important. We Believe You Can Do This. We're Not Going To Give Up On You.**

## **O**PPORTUNITIES FOR SCHOOL GROWTH:

Reeves Middle School's biggest challenge is one facing many schools across the nation. We are continuously working on closing the achievement gap for our Special Education population students. Reeves Middle School has been focusing on the growth of this subgroup rather than the overall achievement. Still, we have yet to meet an adequate yearly growth projection for this subgroup. We measure this by looking at the state's data on student growth percentiles. Student growth percentiles represent the amount of growth a student made over the last year in comparison to their academic peers across the state, based on the Smarter Balanced Assessment data. A typical year's growth is representative with the 50<sup>th</sup> percentile. For Reeves Middle School, Special Education subgroup is at the 39<sup>th</sup> percentile in Mathematics and 37.5 percentile in English Language Arts.

We have made some headway in our Special Education subgroups by providing interventions after school with transportation. We have expanded the opportunities after school as well as during school this year to reach those students. We have reconfigured our Special Education model in two of our grades this year to ensure students are in grade level curriculum and receiving their support services. In 8<sup>th</sup> grade, we have created a co-teach model in both Mathematics and English Language Arts in which Special Education students and regular education students are in the same grade level class with a grade level teacher, Special Education teacher, and a para-professional. In 7<sup>th</sup> grade, we have placed students in grade level classes in both Mathematics and English Language Arts throughout the 6 periods of the day while they receive their support services in both Mathematics and English Language Arts in one class so they can still enroll in an elective class. We will be tracking the data on these students to see which model provides the most growth for these students.

We have created two classes during the day, one for the engagement specialist for regular education at-risk students and one for the Special Education teacher for at-risk Special Education students. During this class, students will be pulled periodically from their other classes to provide a check-in and check-out system, create a partnership with the families of these students, provide an adult advocate that they can trust a build and connection, and provide interventions academically, behaviorally, and/or emotionally.

Reeves Middle School has dedicated time, effort, and resources to meet the needs of the at-risk students. We continue to strive to meet the needs of these diverse learners and build a connection to the school with both the student and their families.