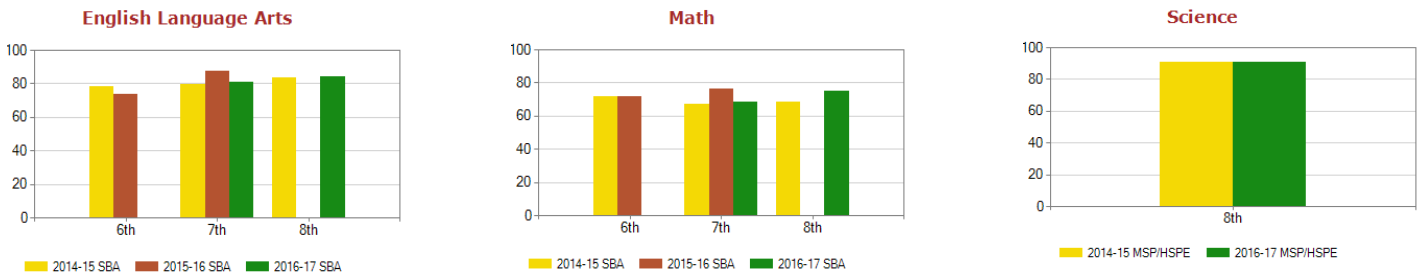


2017-2018

Jefferson Middle School Improvement Plan

Enrollment	426
Free/Reduced Lunch	40.4%
Special Services	16.9%
English Language Learners	2.6%
Unexcused Absence Rate	0.7%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

Staff members will communicate in a more strategic and timely fashion:

- Student scores will be updated and posted at least bi-monthly through Skyward Gradebook
- Strategically invite parents of students with failing grades to our October parent/teacher conferences via email
- Hand our progress reports mid-quarter
- Skyward Family Access training will be provided for parents to access student information
- Case Managers will connect with parents of students with an Individual Education Plan (IEP) in a personal and positive way within the first two weeks of school and document the communication
- Information about JMS will be presented to parents through various events including 6th grade orientation, back-to-school night, 5th grade parent night, 5th grade orientation, dad's breakfast, mom's breakfast, quarterly assemblies, JAMS instructional nights, sports parent nights, robo calls, email, paper and digital newsletters, Skyward emails, JMS website, front entry video display board, Conger Avenue sign board and curriculum night.

Safety Goals:

Buy materials needed to update and replace safety equipment in school safety bags in the building and the safety shed.

- Monthly safety meeting during first staff meeting of the month. All meetings/early release days to have time for safety discussion
- Emergency level 2 practice prior to beginning of school year
- Practice drills and organization chart before school starts
- Make sure all rooms have emergency bags
- Review evacuation routes and discuss Jesus' "Hide, Run, and Fight" Message from 2016
- ID badges

- Complete and document all drills by May 2018

Achievement Goals:

ELA

Reading:

During the 2017-18 school year, the number of students in English classes at Jefferson Middle School will improve extended reading response scores as measured by the JMS common rubric. (JMS rubric is based on SBA reading standards rubric, but also includes writing skills such as complete sentences, spelling, punctuation and grammar.) Reading extended response questions are graded on a 0, 1, 2 scale, per ELA SBA. Grade level improvements, which will result in 2% growth on the 2018 SBA are as follows:

- 6th grade – 10% of students will improve a minimum of one level (ex. 1 to 2) on 2 point reading responses
- 7th grade – 7% of students will improve a minimum of one level (ex. 1 to 2) on 2 point reading responses
- 8th grade – 5% of students will improve a minimum of one level (ex. 1 to 2) on 2 point reading responses

This improvement is based on pre-assessment in September (baseline). The summative assessment will be done by common rubrics will be utilized to evaluate these assessments and determine growth. Formative assessment will be done throughout the school year to guide instruction.

Strategies: Continue collaboration to improve reading skills across the curriculum in areas such as: vocabulary, context clues, inferences/deductions and comprehension. Use common formative assessments to determine student proficiency in reading. Utilize results of formative assessment to drive instruction and grouping (within classroom and across 6th, 7th, 8th, and Special Education). Instruction in text structure (problem/solution, chronological order, and cause/effect) and text features will occur through the social studies curriculum. Other strategies include small group instruction, decoding instruction to increase fluency, and comprehension practice to increase understanding of reading (concrete and inference) using SpringBoard materials.

Writing:

During the 2017-18 school year, the number of students in English classes at Jefferson Middle School will improve COS (content, organization and style) score as measured by the SBA-based/JMS common rubric. Grade level improvements, which will result in 2% growth on the 2018 SBA are as follows:

- 6th grade – 10% of students will improve a minimum of one level (ex. 3 to 4)
- 7th grade – 7% of students will improve a minimum of one level (ex. 3 to 4)
- 8th grade – 5% of students will improve a minimum of one level (ex. 3 to 4)

Improvements are based on pre-assessment in September (baseline). The summative assessment will be done by May. Common rubrics will be utilized to evaluate these assessments and determine growth. Formative assessment will be done throughout the school year to guide instruction.

Strategies: Continue utilizing common rubric for scoring. Each grade level will have multiple practices with explanatory, argumentative, and narrative writing prompts. Narrative writing taught as part of social studies curriculum. English and social studies will utilize results of formative assessment to drive instruction and grouping (within classroom and across grade levels). Use small group instruction as needed. Provide strategies and instruction on mechanics, word usage, and sentence structure. Keyboarding for all grades ISTE standard implemented through library.

ELA SPED

80% of students receiving specially designed instruction in reading and/or writing will show growth toward meeting state standards as demonstrated by teachers collecting pre and post assessments.

- Writing content, organization and structure
- Reading comprehension
- Providing text evidence
- Grammar and mechanics

ELA POVERTY

In addition to strategies listed above: homework club, remediation, additional opportunities, re-teaching, equal technology

instruction and access at school, differentiation, providing needed materials

MATH

Grade level improvements: Each cohorts passing rate will improve by 2% over the previous year using 2018 SBA test. By March 90 % of all students will show at least the nationally normed RIT growth for each grade level as measured from spring 2017- spring 2018. The measurement tool will be the MAP test.

- 6th grade – 10% of students will improve a minimum of one level (ex. 1 to 2)
- 7th grade – 7% of students will improve a minimum of one level (ex. 1 to 2)
- 8th grade – 5% of students will improve a minimum of one level (ex. 1 to 2)

Strategies:

- Facilitating daily formative assessments, assigning and reviewing nightly homework to guide & differentiate instruction
- Administering / evaluate weekly formative assessments by grade levels
- Integrating the Standards for Mathematical Practice into lessons, homework and assessments
- Utilize Open Up Resources
- Teachers will participate in district-wide grade level PLC groups
- Teachers will implement Common Core aligned instruction

MATH SPED

80% of students receiving specially designed instruction in Math will show growth toward meeting state standards as demonstrated by teachers collecting pre and post assessments.

- Small group instruction
- Focus on math computation
- Focus on math reasoning

MATH POVERTY

Students in poverty will achieve in parity with the rest of the school population.

- Math homework support, lunch hour opportunity, school supplies, shared high quality classroom supplies
- Math related reading supports including: precise vocabulary, items formatted to reflect test materials; opportunities to explain, clarify and revise their own thinking verbally; manipulatives in place of pencil paper problem solving

SCIENCE

By the end of the 2017-2018 school year, the percent of students meeting standard will increase from 91% to 92% as measured by the NGSS test. Strategies:

- Using lab write up procedure guided by a common rubric aligned with NGSS standards
- Using NGSS-aligned questions at least monthly to evaluate student progress
- Creating and utilizing a stamp with NGSS conclusion and procedure scoring criteria to provide valuable feedback
- Using Step Up to Writing strategies for notes, summaries, and reports once a month in collaboration with all JMS staff

SCIENCE SPED

90% of students receiving specially designed instruction in science will show growth toward meeting state standards as demonstrated by teachers collecting pre and post assessments.

- Small group instruction
- Focus on scientific inquiry
- Focus on scientific reasoning
- Focus on interpreting graphs and data

SCIENCE POVERTY

Students in poverty will achieve in parity with the rest of the school population.

- Science homework support
- Lunch hour opportunity
- School supplies
- Shared high quality classroom supplies
- Special supports for reading including: preise vocabulary, items formatted to reflect test materials; opportunities to explain, clarify and revise their own thinking verbally; manipulatives in place of pencil paper problem solving

Professional Growth Goals:

This year Jefferson has decided to spend our early release time and collaboration day working on PLC groups that support learning across the curriculum. The staff has decided, at the staff retreat, to work on criteria six of the state standards. These collaborative groups will focus on the building's school improvement plan and student assessment / achievement / growth. Each teacher, regardless of being on a focus or comprehensive evaluation, will be responsible for collecting their own data to show student growth. A "showcase" of their work will presented at their final post conference.

PBIS Goals:

- Staff retreat, data, share new information
- Establish our PBIS building team and agree on PBIS school activities as time allows
- Hold team meeting within first 30 days
- Manner matter will continue to be a focus area
- Classroom discussions 1st period, based on expectations and school concerns discussed in staff meetings
- Establish a schedule of celebrations, acknowledgements and reinforcement activities
- Classroom teachers discuss the classroom matrix with students
- Plan and conduct student assemblies arranged by grade level to allow for flexibility and differentiation
- Collaborate and establish a joint partnership with OPD to address cyberbullying, sexting and internet safety
- PBIS team address student safety and harassment in each social studies class
- Communicate who to talk to and where to locate conflict resolution forms in the office

Strengths:

- Solid core teaching for many years in the areas of reading, writing, science
- Firm belief by staff that all students can achieve regardless of their circumstances
- Very strong acceptance of diversity
- Use of data to make important academic decisions
- Expectation that all staff will be proficient in the use of technology
- Curriculum/teaching consistency
- Student buy-in= academics are important
- Collegiality
- Willingness to try new things- ex. Technology, PLC

Opportunities For School Growth:

- Future discussions regarding transportation for students and homework club (bus schedules)
- Improve emergency communication systems (flashing blue lights, like Avanti HS) for high volume classrooms (band, orchestra, choir, and woodshop, gyms, cafeteria, main entrance for public).
- Maintain historically strong and successful outcomes of student achievement
- Inducting new teachers and students into the academic culture
- TPEP evaluation system
- Addressing the increasing number of struggling learners
- Addressing the increasing number of homeless/mobility families (students not being able to take advantage of a full year of learning).
- Scheduling limitation- especially 6th grade. Having to pull students from social studies or PE to implement RTI or double dipping for math and/ or english language arts.
- Funding for current/future technology and the need for more COWS
- Need for updated computers and labs
- Reliable/functioning school-wide video system