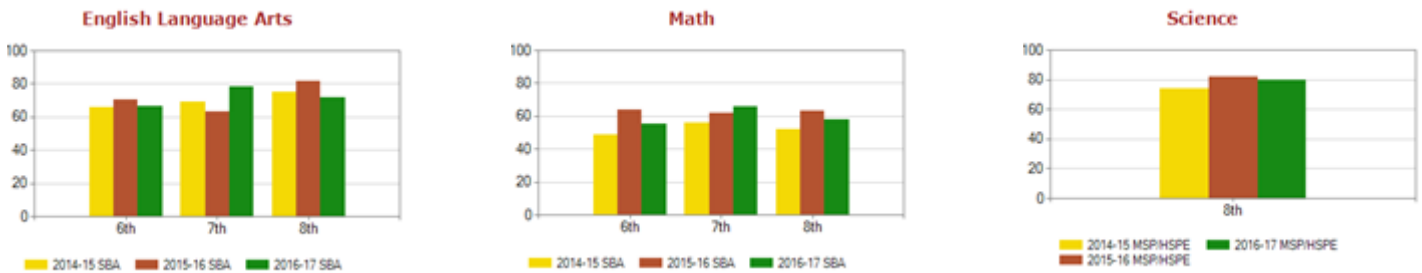


2017-2018

Reeves Middle School Improvement Plan

Enrollment	435
Free/Reduced Lunch	28.7%
Special Services	14.3%
English Language Learners	1.6%
Unexcused Absence Rate	1.0%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

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 will use a variety of strategies to connect with all parent/guardians in a personal and positive manner during the year:

- The RMS website will be revised and updated. This will be used to inform the community of school-wide events, the school calendar, lunch menu, upcoming events and important school news.
- The automated phone system is used to notify parents of upcoming opportunities and additional school information.
- The RMS Community Council will allow staff and our parents/community members a forum to discuss school needs, events and volunteer opportunities. This is a blend of our PTA and Site Council.
- Teachers and administration will use the Skyward School Messenger System to communicate with parents in regards to their specific class curricula, assignments, and other school-wide events.
- Google calendar on our website allows parents to upload the calendar to their computers or personal devices to keep them informed of upcoming events.
- Teachers will increase the use of online learning management systems, such as Hapara, Schoology, Google Classroom, Moodle, etc. This will allow parents and students home access to learning modules as well as missed work.
- Progress reports will be sent home quarterly through email and Family Access to keep parents informed of their students' progress

Safety Goals:

Reeve 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 break, 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 2018 bully survey. The fall 2017 bully and connectedness survey data will be used to determine interventions such as, but not limited to:

- Classroom visits by the school counselor addressing Harassment/Intimidation/Bullying (HIB)
- Grade level assemblies by administration and the security resource officer regarding HIB and cyber-bullying
- Meeting with students identified as demonstrating "bullying" behavior
- Use of engagement specialist for students not connected to an adult at school
- 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.

Achievement Goals:

ELA

RMS students will exceed the Washington State Average of students that demonstrate proficiency on the spring 2018 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
- Use 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.
- Work with the librarian to develop independent reading skills for all grade levels.

Writing Strategies:

- Practice the three Common Core State Standards in writing (narrative, informative/explanatory, and argumentative) prior to testing, and use Common Core State Standard practice items to teach and assess progress toward writing goals.
- Incorporate the use of writing rubrics on argumentative, explanatory, and narrative prompts appropriate for each grade level.
- Continue vertical alignment of instruction based on the Common Core State Standards for writing and language by using the SpringBoard curriculum in ELA classrooms.
- Consistently integrate technology into ELA instruction and evaluation.

Tier 2 Strategies

- Identify students that have not mastered a specific standard and bring them into 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.

ELA SPED

By spring 2018, RMS Special Education students (grades 6-8) will be 5 percentage points above last year's averages at each grade level for all Special Education students on the Smarter Balanced Assessment in English Language Arts. RMS currently scores above the state average.

ELA POVERTY

By spring 2018, RMS students living in poverty (grades 6-8) will be 5 percentage points above last year's average for all students on the Smarter Balanced Assessment in English Language Arts.

MATH

On the 2017-2018 Smarter Balanced Math Assessment, RMS students will increase the percentage reaching standard by cohort group by 5%. (For example: the 6th grade students in 2015-2016 SBA Math scores will increase the percent proficient by at least 5% on the 8th grade 2017-2018 SBA Math Score).

- 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.
- Continue to utilize 7th and 8th grade mathematics co-teaching model with general education students and teacher with special education students, teacher, and para-professional taught at grade level curriculum. Explore extending the model to 6th grade.
- For identified special education students, enroll them in grade level math class as well as the support class.
- Teachers will utilize opportunity time to support students.
- 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 and 504 goal planning.
-

MATH SPED

By spring 2018, 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 2018, 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 take (for the first time) a new test based on the NGSS—Next Generation Science Standards. We have no baseline data, and will explore a district wide writing goal around the new test for the 2018-2019 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 2017-2018 school year.

Tier 1 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 during homework club.

Tier 2 Strategies:

- Utilize current event science articles at student's ability level or Lexile level to promote reading comprehension and application (8th grade utilizes Newsela software)
- Identify students that have not mastered a specific standard and bring them into 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.

SCIENCE SPED

By spring 2018, all Reeves Middle School SPED students will increase the passing rate of a writing sample/CER paragraph by 8%.

SCIENCE POVERTY

By spring 2018, all Reeves Middle School 8th grade students living in poverty will increase the passing rate of a writing sample/CER paragraph by 8%.

Professional Growth Goals:

Reeves Middle School will focus professional growth on enhancing the foundations of the professional learning community (PLC) model. A guiding coalition team made up of representatives from academic department will develop school wide professional development training focused on the fundamental purpose to continuously increase learning for all students. Our PLC will emphasize professional development that creates a systematic process of the steps to reach our kids who are not making standard.

PLC grade level and department goals:

- Identify essential standards for the year
- Continuously foster a school culture that uses analysis of data to drive best practices
- Implement research based best practices
- Create common formative assessments
- Create common summative assessments
- Identify and implement specific teaching strategies for interventions and extensions

PBIS Goals:

Reeves Middle School will continue to implement a school wide Positive Behavior Interventions and Support (PBIS) system.

- A grant will allow RMS to begin implementation of the restorative justice procedures to align with the program that is in place at OHS
- Review common language for staff and students to identify behaviors that support expectations
- Teach the expected behaviors for all common areas as well as classroom expectations to all students
- Produce videos (as needed) to promote school unity and demonstrate school-wide expectations
- Review with staff the expectations and systems for major and minor office discipline referrals
- Work with the staff to develop common expectations and intervention strategies in the classroom and hallways
- Hold monthly grade level meetings to identify any students who need additional training with school-wide expectations.
- Establish a schedule of celebrations, acknowledgements and reinforcement activities

Strengths:

- Strong parent and community support
- Teaching staff that is open to best practices to improve student learning
- Staff awareness regarding the importance of staff-student relationships
- Collegiality-welcoming and supportive staff
- Dedicated daily intervention and extension time
- Firm belief of staff that all students can achieve regardless of their circumstances
- Very strong acceptance of diversity
- Outstanding CTE programs (media, robotics, video production)
- Support for poverty families and students in crisis
- Academic interventions in place for struggling students
- Dedicated and skillful para educators/support staff

Reeves Middle School 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. Reeves is guided by the motto: **If better is possible, then good is not enough.**

Opportunities For School Growth:

- Develop common, formative assessments to assess the essential standards.
- Extend students' learning after they meet standard.
- More effectively target students not meeting standards by utilizing an improved intervention menu.
- Maintain historically strong and successful outcomes of student achievement.
- Continuous work 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.
- Reconfigured our Special Education model to ensure students are in grade level curriculum and receiving their support services. In 8th 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 7th 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.

Specific challenges:

- Moving all staff to common grading practices.
- Increasing numbers of struggling learners with specific accommodation plans that cannot be met with existing staffing.
- Annual increase in the mobility of families.
- Scheduling limitations in a small school. Exploratory and enrichment opportunities are not possible when we pull students for RTI or double dipping for math and/or English.