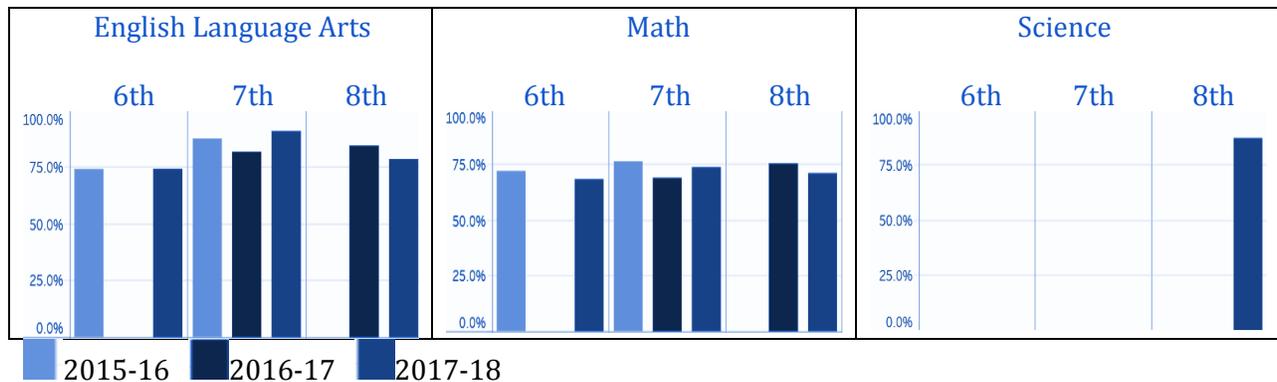


2018-19 Jefferson MS School Improvement Plan

Enrollment	434
Free/Reduced Lunch	42.3%
Special Services	16.0%
English Learners	2.1%
Unexcused Absence Rate	1.165%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
6 th	73.8%	---	74%
7 th	87.2%	81.1%	90.6%
8 th	---	84%	78.2%

Math

GL	2015-16	2016-17	2017-18
6 th	71.8%	---	67.8%
7 th	76.1%	68.3%	73.3%
8 th	---	74.9%	70.6%

Science

GL	2015-16	2016-17	2017-18
6 th	---	---	---
7 th	---	---	---
8 th	---	---	86.4%

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.
- We will strategically invite parents of students with failing grades to our October parent/teacher conferences via email; Skyward.
- Progress reports will be handed out mid-quarter.
- Skyward Family Access training will be provided for parents to access student information. Case Managers will connect with all parents of students with an Individual Education Plan (IEP) in a personal and positive way within the first two weeks of school, documenting communication.
- Information about the school will be presented to parents through various events including sixth grade orientation, back to school night, fifth grade parent night, fifth grade orientation, dad's breakfast, mom's breakfast, quarterly awards assemblies, JAMS instructional nights, sports parent nights, Robo calls, email, paper and digital newsletters, Skyward emails, the JMS website, front entry video display board, Conger Avenue sign board and curriculum night.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

Reading: During the 2018-19 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 2019 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 and will be utilized to evaluate these assessments and determine growth. Formative assessment will be done throughout the school year to guide instruction. Success in reading will cultivate an overall feeling of success.

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 sixth, seventh, eighth, 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 Spring Board materials.

Writing: During the 2018-19, 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 2019 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 to utilize common rubric for scoring. Every grade level will have multiple practices with explanatory, argumentative, and narrative writing prompts. Narrative writing will be taught as part of the social studies curriculum. Both English and social studies will utilize results of formative assessment to drive instruction and grouping (within classroom and across sixth, seventh, eighth). Use small group instruction as needed. Provide strategies and instruction on mechanics, word usage, and sentence structure. Keyboarding for all grades ISTE standard will be implemented through the library.

ELA Special Education

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, provide materials.

MATH ACHIEVEMENT GOALS:

Grade Level Improvements: Each cohorts passing rate will improve by 2% over the previous year using 2018 SBA test.

By March 2019, 90% of all students will show at least the nationally normed RIT growth for each grade level as measured from spring 2018 - spring 2019. 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.

SCIENCE ACHIEVEMENT GOALS:

SCIENCE: By the end of the 2018-2019, school year the percent of students meeting standard will increase by 1.5 as measured by the NGSS test.

Strategies:

- Using Claim Evidence Reasoning instructional and assessment strategy to promote scientific reasoning skills as measured by the NGSS test.
- Using the NGSS-aligned questions at least monthly to evaluate student progress.
- 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 per 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: 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.

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 five of the state standards. These collaborative groups will focus on the building's school improvement plan and student assessment / achievement / growth through consistent classroom management. 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 be presented at their final post conference.

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 have an opening 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 Counter" Message from 2016.
- Hold Mini Assemblies at each grade level on Bullying and School Safety in September.
- Host School-wide Safety Assembly with Olympia Police Department in October.
- ID badges for all staff.
- Complete and document all drills by May 2019.

PBIS GOALS:

- Staff meetings.
- Establish a schedule of celebrations, acknowledgements and reinforcement activities.
- PBIS team will address student safety and harassment in each social studies class. Classroom teachers will 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 staff retreat, data, and share new information.
- Establish our PBIS building team and agree on PBIS school activities.
- Hold team meeting within the first 30 days.
- Manners Matter will continue to be a focus area.
- New student induction and sixth grade follow-up program through WEB.
- Classroom discussions first period, based on expectations and school concerns discussed: how to communicate; who to talk to; and where to locate conflict resolution forms in the office.