

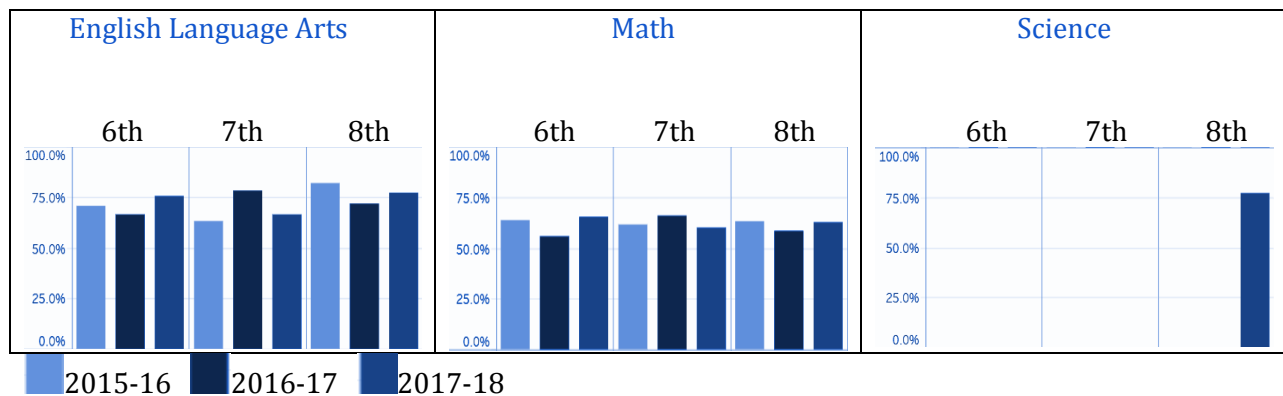
2018-19

Reeves MS

School Improvement Plan

Enrollment	442
Free/Reduced Lunch	30.6%
Special Services	14.5%
English Learners	2.2%
Unexcused Absence Rate	0.7170%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
6 th	70.5%	66.4%	75.5%
7 th	63.3%	78.2%	66.1%
8 th	81.6%	71.6%	76.9%

Math

GL	2015-16	2016-17	2017-18
6 th	63.7%	55.4%	65.4%
7 th	61.6%	65.7%	59.8%
8 th	63.3%	58.2%	62.4%

Science

GL	2015-16	2016-17	2017-18
6 th	---	---	---
7 th	---	---	---
8 th	---	---	76.8%

COMMUNICATION GOALS:

Reeves Middle School will continue to improve our school-to-home communication so that our community is aware of resources and school events, as well as enrichment and intervention opportunities for all students. Reeves will use a variety of strategies to connect with parents/guardians in a personal and positive manner during the school year:

- Student-led, teacher assisted conferences during October conference week.
- Staff will return phone messages and reply to email communications within 24-48 hours.
- Teachers will send home postcards and use Positive Office Referrals each month highlighting student successes and improvement efforts.
- The Reeves Middle School website has been revised and a web site coordinator will keep it updated.
- The automated phone system is used to notify parents of upcoming opportunities and additional school information.
- The Reeves Middle School Community Council allows 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 Skyward to communicate with parents in regards to their specific class curricula, assessments, and other school related events.
- Teachers will increase the use of online learning management systems, such as Hapara, Schoology, Google Classroom, etc., to support the 1-1 computer platform.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

Reading and Writing

On the 2018-2019 Smarter Balanced ELA assessment, Reeves students will increase the percentage reaching standard by cohort group by 5%. (Example the seventh grade students in 2017-2018 SBA ELA scores will increase the percent proficient by at least 5% on the eighth grade 2018-2019 SBA ELA Score).

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.
- Continue progress in implementing Spring Board curriculum at grade level.
- Work with the librarian to develop independent reading skills for all grade levels.
- Use formative assessment strategies to differentiate instruction.

Writing Strategies:

- Practice the three Common Core State Standards in writing (narrative, informative/explanatory and argumentative) prior to testing; 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 Spring Board curriculum in ELA classrooms.
- Consistently integrate technology into ELA instruction and evaluation.
- Use formative assessment strategies to differentiate instruction.

ELA SPECIAL EDUCATION

By spring 2019, Reeves Middle School special education students, grades six through eight will be five 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. Reeves Middle School currently scores above the state average.

ELA POVERTY

By spring 2019, Reeves Middle School students living in poverty, grades six through eight will be five percentage points above last year's average for all students on the Smarter Balanced assessment in English language arts.

MATH ACHIEVEMENT GOALS:

On the 2018-2019 Smarter Balanced Math assessment, Reeves Middle School students will increase the percentage reaching standard by cohort group by 5%. (Example the sixth grade students in 2016-2017 SBA math scores will increase the percent proficient by at least 5% on the seventh grade 2017-2018 SBA math score).

Tier 1 Math Strategies:

- All math teachers will conduct number talks on a regular basis.
- Common math classroom practices and routines done building wide.

- Use strategies from five practice books: Anticipate, Monitor, Select, Sequence, Connect.
- Promote after school tutoring two days a week with Olympia High School honor students.
- Offer math tutoring during Opportunity Time.
- Utilize Illustrative Mathematics curriculum and online supplemental math to identify gaps in learning and address 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 Math Strategies:

- Utilize KEMS and Trans Math 2 curriculum to provide interventions and specially designed instruction (both special education and LAP students).
- Use Common Core Essential Elements to plan IEP goals.
- Utilize seventh and eighth grade mathematics co-teaching model with general and special education students and teachers from general and special education, in grade level curriculum. Explore extending this model to include sixth grade next year.
- For 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 goal planning.

MATH SPECIAL EDUCATION

By spring 2019, Reeves Middle School special education students (grades six through eight) will be five percentage points above the state average for all special education students on the Smarter Balanced assessment in mathematics.

MATH POVERTY

By spring 2019, Reeves Middle School students living in poverty (grades six through eight) will be ten percentage points above the state average for all students living in poverty on the Smarter Balanced assessment in mathematics.

SCIENCE ACHIEVEMENT GOALS:

- All Reeves Middle School eighth grade students will take the Washington Comprehensive Assessment of Science.
- All Reeves Middle School students will engage in the scientific engineering writing practice of crafting a scientific argument.
- Students will increase the passing rate of a scientific argument writing sample paragraph by 12% at each grade level over the course of the 2018-19, school year.

Tier 1 Science 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 Science 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.

PROFESSIONAL GROWTH GOALS:

Reeves Middle School will focus on implementing the 1-1 computer platform. Reeves and Marshall middle schools are the first in the Olympia School District to participate in the one-to-one (1:1)

take-home Chromebook initiative. Reeves will help the district develop a model for the rest of the district to follow when the full roll-out of 1:1 mobile computing devices for all students in grades six through twelve occurs in the 2019-20 school year.

The development of the district model includes the following routines and procedures:

- Distribution of a Chromebook to every student in the school, much as they are assigned textbooks. Students will receive a device, charger and protective sleeve.
- Emphasize instructional strategies that support a student-centered classroom using the Chromebooks as a platform for equal access for all students.
- Ensure that students will be able to connect their Chromebooks at their school, home or local public Wi-Fi. Students without access to home internet will be eligible to receive Wi-Fi through hot spot assistance at their school.
- Train students to understand that just like textbooks, team uniforms, and other school property issued to students, there is a responsibility to take appropriate care of these valuable resources.
- Help the district develop a cohesive plan to manage costs associated with accidents, damage, and loss.
- Support the Olympia School District in working to create an environment of equity, access to information and resources, innovation, digital health and well-being, and student ownership in learning.

SAFETY GOALS:

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 are trained in the following:

- Harassment, Intimidation and Bullying Boundaries.
- Mandatory Reporting.
- What Every Employee Must Be Told video.
- Every staff member is also trained using the Health Emergencies modules for Life-Threatening Allergies, Diabetes, Asthma, Seizures and the use of Epi-pens.
- For social and 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 2019 bully survey.
- The fall 2018 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 "bully" 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 sixth grade health class to teach students how to manage their stressors in a positive manner.

Finally, 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.
- Students will be taught, throughout the school year, the purpose and behavioral expectations for all emergency situations including a lock down, earthquake and/or a fire drill.
- The ALICE protocol will be implemented by training staff using the ALICE modules.

- Reeves will partner with the Olympia police department for an all school assembly to train students on ALICE protocol. To support this training, Reeves Middle School will coordinate with the school resource officer during an intruder drill to analyze the effectiveness of the response.

PBIS GOALS:

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

- Leadership class has been added to expand student voice in school PBIS rewards, assemblies, spirit days, and school rules.
- Revise the progressive discipline procedures so that there is common language for staff and students to identify behaviors that support expectations.
- Reeves Middle School will continue to implement restorative justice procedures in our recovery room to align with the program that is in place at OHS.
- Student produced videos in broadcasting class are used to promote school unity and demonstrate school-wide expectations.
- Establish a schedule of celebrations, acknowledgements and positive reinforcement activities. Leadership class will be called on to collaborate with administrators to establish the schedule.
- Teach the expected behaviors for all common areas, as well as classroom expectations, to all students.
- Implement building-wide expectations for consistent intervention strategies, both in the classrooms and hallways that emphasize positive choices.
- Continue the use of monthly grade level meetings to identify any students who need additional training with school-wide expectations.
- New this year is quarterly recognition assemblies with sticker distribution for all school related activities such as honor roll, music and sports participation, science fair, geography bee, and more.
- Teachers will identify individual students for special recognition by department.
- Sticker boards will follow students from sixth to eighth grade. On the last day for eighth graders the sticker boards will be distributed as part of the transition event.