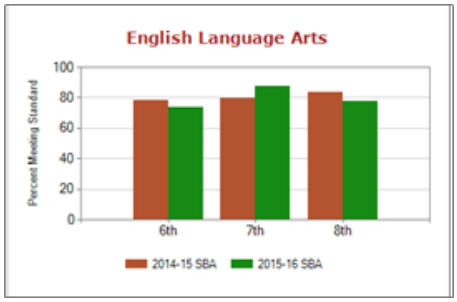
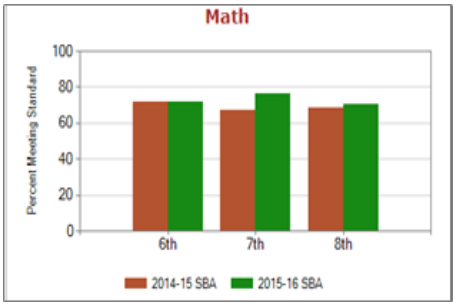
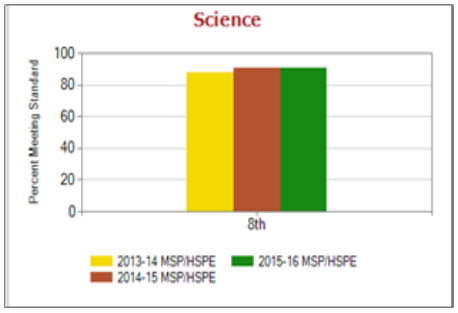
Jefferson Middle School Improvement Plan
2016 - 2017

Enrollment	424
Free/Reduced Lunch	38.0%
Special Services	13.4%
English Language Learners	2.1%
Unexcused Absence Rate	0.6%
Suspensions	75

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:







Communication Goal:

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

- Grades will be updated and posted at least bi-monthly
- We will strategically invite parents of students with failing grades to our October parent/teacher conferences
- 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 6th grade orientation, 5th grade parent night, 5th 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

Achievement Goals:

ELA:
Reading:
During the 2016-17 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 2016 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). Utilize SpringBoard materials.

Writing:
During the 2016-17 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 2016 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 use the Step Up to Writing and Six Trait scope and sequence to help boost organizational skills of all writers across curriculum areas. Continue to utilize common rubric for scoring. Incorporate SpringBoard materials. 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 6th, 7th, 8th). Use small group instruction as needed. Provide strategies and instruction on mechanics, word usage, and sentence structure.

ELA SPED	ELA POVERTY
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	In addition to strategies listed above: homework club, remediation, additional opportunities, reteaching, equal technology instruction and access at school, differentiation, provide materials

MATH:

By March 80% of students will show at least the nationally normed RIT growth for each grade level as measured from spring 2016 - spring 2017. The measurement tool will be the MAP test.
Strategies:

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

MATH SPED	MATH POVERTY
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 ● Focus on interpreting graphs and data	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; 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

SCIENCE:

By the end of the 2016-2017 school year, the percent of students meeting MSP standard will increase from 91% to 92% as measured by the MSP science test.
Strategies:

- Using lab write up procedure guided by a common rubric aligned with MSP standards
- Using MSP-aligned questions at least monthly to evaluate student progress
- Creating and utilizing a stamp with MSP 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	SCIENCE POVERTY
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	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 Goal:

This year Jefferson has decided to spend our early release time and collaboration day working on PLC groups that support learning across the curriculum. Most of the staff have decided to work on criteria eight 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.

Safety Goal:

- Buy materials needed to improve and replace safety equipment in school safety bags and the safety shed.
- Monthly safety meeting in staff meetings. All meetings have an opening for safety discussion.
- 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 2017

PBIS:

- Staff retreat, data, and share new information
- Establish our PBIS building team and agree on a PBIS school activities as time allows
- Hold team meeting within the first 30 days
- Manners matter will 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
- 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 area of reading and writing
- Firm belief by staff that all students can achieve regardless of their circumstances
- Very strong acceptance of diversity
- Use 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 - technology

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)
- Maintaining historically strong and successful outcomes of student achievement
- Inducting new teachers and students into the academic culture
- T-PEP evaluation system
- Switching to Common Core criteria
- Increasing numbers of struggling learners
- Yearly increase in the mobility of families; (students not being able to take advantage of a full year of learning)
- Scheduling limitations – especially 6th grade. Having to pull students from social studies or PE to implement RTI or double dipping for math and/or English.
- Funding for current/ future technology and the need for more COWS
- Need for updated computers and labs
- Reliable /functioning video system school- wide