Republic Middle School 2018-19 School Improvement Plan

District Mission
Preparing each student for a successful future

District Vision
A leader in academic success, dedicated to community priorities

School Mission
Promote learning...Expect success

School Vision
Our vision for Republic Middle School is to become an exemplary school where students learning at high levels in an engaging and positive environment

Collective Commitments

Set challenging goals and high expectations for students and staff.

Celebrate our student and staff.

Promote the use of technology to increase student engagement and learning.

Provide a safe and positive school environment.

Foster collaboration, creativity,communication, and critical thinking in all students.

Encourage literacy (reading/writing) in all content areas.

Effectively communicate with administration, teachers, students, parents, and community stakeholders.

SIP Team
Allison Dishman-Principal
Tonia Herbold-Assistant Principal
Shannon Holden-Assistant Principal
Michael Wright-Assistant Principal
Sarah Barnhart-P.E./Health
Sam Baugh-Music
Tish Carter-Sped
Jackie Coskey-Art
Stephanie Dasal-Science
Teri Howard-FACS
Heather Replogle-Social Studies
Stacey Robinett-Math
Brittny Rogers-ELA

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Literacy **Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes
- There was a 15% overall growth of RMS students in the Proficient and Advanced reading levels at the end of the 2017-18 school year.
- 78.4% of students reported that they had an increase in pleasure reading from the previous school year, as reported in the 2017-18 Middle School Reading Survey.
- 85% of students enrolled in reading support classes exceeded their individual growth goals, increasing their average reading Lexile score by 170 points over the 2017-18 school year.

Key Gaps
- 79 RMS students scored below basic on the SRI reading test at the end of the 2017-18 school year, indicating that they are at least two grade levels below in reading.
- While MPI increased by an average of 98 points each quarter, 80% of RMS students did not meet 80% mastery of all standards on all four common assessments that were administered in the 2017-18 school year.
- In the 2017-18 school year, according to our CSIP document, teachers should be fully implementing reader's/writer's workshop; however, teachers are implementing components routinely but still need to move toward full implementation.

PLAN: *What is the school literacy goal and its success criteria?*	**DO:** *What will the school (teachers, students, and leaders) do to accomplish the plan?*	**Measures:** *How will you measure each step in the "DO"?*
70% of students reading lexile scores will be at proficient or advanced by the end of the 2018-19 school year. 6th grade ELA will increase the number of students reading at proficient or advanced reading levels by 23%. 7th grade ELA will increase the number of students reading at proficient or advanced reading levels by 10%. 8th grade ELA will increase the number of students reading at proficient or advanced reading levels by 15%.	- ELA teachers will commit to 10-15 minutes of daily reading in every class, as well as encourage outside reading, create individualized reading goals to meet each student's needs, and conference with students over what they are reading. - ELA teachers will analyze individual student SRI test scores each quarter to differentiate and enrich curriculum. - During early release meetings, ELA teachers will share out how they are utilizing data in their classroom to remediate and enrich instruction.	- ELA teachers will track student reading progress through student logged bookmarks and calendars, while also assessing comprehension of reading through individual student conferences. - All ELA teachers will be tracking their students quarterly SRI scores to measure student growth and identify and provide opportunities for remediation and enrichment. - Shared strategies from ELA early release meetings will be be utilized to create remediation and enrichment opportunities for students in response to Common Assessment data.

● 80% of students will score proficient or advanced on quarterly common assessments.
   ○ 6th grade will increase their students' MPI scores by at least 100 points each quarter.
   ○ 7th grade will increase their students' MPI scores by at least 165 points each quarter.
   ○ 8th grade will increase their students' MPI scores by at least 115 points each quarter.
	● ELA teachers will create and implement common assessments for each quarter targeting priority goals.
	
	● ELA teachers will analyze common assessment data and share out how they are utilizing data in their classroom to remediate and enrich instruction.
		● Common Assessment data on each ELA teacher's BSIP spreadsheet will track MPI growth quarterly, until the 2018 spring MAP assessment.
		● MPI data driven instruction will be document once a quarter in ELA early release meetings on agendas.

Professional Learning: What professional learning might be needed to support the "DO?"
- Teachers will attend quarterly meetings with the Secondary Literacy Specialist discussing reading and writing strategies to help meet the needs of their individual student population.
- Teachers will utilize SI Days and Early Release Collaboration time to share best reading and writing practices in order to help address the learning needs of all RMS students.
- Teachers will work with the Secondary Literacy Specialist to learn best practices for strengthening practices of the reading & writing workshop model within their classrooms.

STUDY/ACT: Checkpoint**:**
Based on the results of your measures, what's working? What adjustments are suggested by the data?

- On October 27th, January 12th, and April 6th the ELA team will meet to go over how teachers are utilizing SRI data in their classrooms.
- On October 20th, January 5th, March 23rd, and May 4th the ELA team will meet to go over how teachers are utilizing Common assessment data in their classrooms.
- On October 20th, January 5th, March 23rd, and May 4th the ELA team will meet to discuss MPI for each quarter and what steps are being taken in each classroom to work towards achieving the MPI BSIP goal.

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Numeracy Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes
- Utilized the state blueprints when designing our common assessments, making sure that our focus on priority goals aligned with the state MAP assessment, according to the blueprints.
- Focused on the alignment of DOK levels on common assessments to the state MAP assessment. We set goals for DOK levels on each assessment and tracked that along with our results data.
- An average increase in MPI of 237.5 points on common assessments from pre- to post-test during the 2017-18 school year.

Key Gaps
- On initial common assessments, we often had a high number of student failures. We need to focus instruction in Tier 1 to better assess our students' readiness for end of unit assessments, including measuring readiness more accurately during Formative Assessment.
- While MPI increased by an average of 237.5 points, 80% of RMS students did not meet 80% mastery of all standards on all four common assessments that were administered during the 2017-18 school year.

PLAN: *What is the school numeracy goal and its success criteria?*	DO: *What will the school (teachers, students, and leaders) do to accomplish the plan?*	Measures: *How will you measure each step in the "DO"?*
80% of students will score proficient or advanced on quarterly common assessments. ● **6th grade** will increase their students' MPI scores from pre- to post-test by at least 245 points each quarter. ● **7th grade** will increase their students' MPI scores from pre- to post-test by at least 240 points each quarter. ● **8th grade** will increase their students' MPI scores from pre- to post-test by at least 240 points each quarter.	● Math teachers will create and implement common assessments for each unit targeting priority standards and standards that have been identified based on the 2017-18 Common Assessment results. ● Math teachers will create and implement common assessments for each quarter based on the new DESE blueprints for mathematics at each grade level. https://dese.mo.gov/sites/default/files/asmt-gl-blueprint.pdf ● Math teachers will analyze common assessment data to determine standards that require remediation and/or enrichment differentiation and share out how they are utilizing data in their classroom to drive instruction each quarter.	● All math teachers will be tracking their students' quarterly common assessment scores to measure student growth. ● Shared strategies during early release meetings will be documented on the agenda.

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Focus on 6-8 top Priority Goals that represent our "guarantee" according to the RTI model.	- Math teachers will design Tier 1 Instruction with "guaranteed" Priority Goals in mind. - Math teachers will analyze common assessment data to determine standards that require remediation and/or enrichment differentiation, in correlation with the established Priority Goals.	- Common Assessment data posted on the quarterly BSIP spreadsheets (and all other common assessments not on the spreadsheets) will be used to monitor student achievement/growth in the established Priority Goals. - All other Common Assessment data will be analyzed to determine student success with Learning Targets related to the "guaranteed" Priority Goals.
Specific DOK goals are set for designing common assessments.	- Teachers will design assessments that contain questions at varying DOK levels that align with state testing and the district testing blueprints and the MAP blueprints. - https://dese.mo.gov/sites/default/files/asmt-gl-blueprint.pdf 5-15% DOK1 60-80% DOK2 10-25% DOK3	Teachers will track the percentage of questions on each common assessment that meet the DOK 1, 2, and 3 standards.
Utilize the first 10 minutes of math class to "jump-start" students' thinking and help to build numeracy/number sense throughout the course of the year.	Teachers will assign quality tasks to begin math class at least 3 days each week that will develop students' ability to reason and make sense of numbers.	Teachers will share the results of their "jump-start" tasks with other teachers during Friday's early release so we can share successes and brainstorm together how some of the strategies can be improved upon/best utilized in class.
Professional Learning: What professional learning might be needed to support the "DO"? (Also include in the *School Professional Learning Plan)* Teachers will attend quarterly meetings with the district Math Specialist and discuss strategies for reasoning, problem-solving and critical thinking to help meet the needs of their students and improve their number sense.		

- Teachers will utilize SI Days and Early Release Collaboration time to share best practices in order to help address the learning needs of all RMS students.
- Teachers who attend conferences in or out of district will share any new learning about teaching strategies or best practices with all math teachers whose students might benefit from their new learning.

STUDY/ACT: Checkpoint**:**
Based on the results of your measures, what's working? What adjustments are suggested by the data?

- On October 19th, January 4th, and March 22th, the math department will meet to analyze Common assessment data from the previous quarter in their classrooms and discussing how to respond to the data to create opportunities for differentiation and enrichment.
- On October 19th, January 4th, and March 22th, and May 10th, the math department will meet to discuss how they are tracking progress with the "guaranteed" Priority Goals and alignment to the DOK goals set for common assessments.
- On October 19th, January 4th, and March 22th, and May 10th the math department will meet to analyze the MPI from the previous quarter based on the pre- and post- Common Assessment data and discussing how to respond to the data to create opportunities for remediation and enrichment.

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Attendance Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes
- Overall 2017-18 Proportional Attendance Rate 92.2%-met state requirement

Key Gaps
- Average Daily Attendance for 2017-18 school year was 95.17%
- 28 students remained in the ADLN report at the conclusion of the 2017-18 school year

PLAN: *What is the school attendance goal and its success criteria?*	**DO:** *What will the school (teachers, students, and leaders) do to accomplish the plan?*	**Measures:** *How will you measure each step in the "DO"?*
- The overall ADA attendance rate will be 96% or above. - The Proportional Attendance Rate will be 92% or higher. - Decrease the number of students found in the ADLN report by 50% by the end of the 2018-19 school year.	- Apply attendance pyramid procedure - Recognition for good attendance - Field trips for students with high attendance - Incentives for students improving at-risk attendance - Monthly Admin/Counselor/Team meetings - Utilize ADLN report spreadsheet to keep track of at-risk students to form support measures for identified students.	- Weekly ADA and Proportional Attendance Rate reports - PULSE grade level reports - Monthly BOE attendance reports - Monthly administrative/counselor/Team ADLN report generated from PULSE

Professional Learning: What professional learning might be needed to support the "DO"?
(Also include in the *School Professional Learning Plan)*
- Counseling team reaching out to other middle level schools to investigate attendance incentives and protocols

STUDY/ACT: Checkpoint**:**
Based on the results of your measures, what's working? What adjustments are suggested by the data?

- Monitor ADLN data bi-monthly.
- Monitor school and grade level attendance weekly, monthly, and quarterly.
- Discuss all attendance data during monthly counseling team meetings.

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Discipline Data Analysis *What are your key successes? Key gaps? How do you know?*	

Key Successes
- Decrease in discipline instances from 2016-17 to the 2017-18 school year

Key Gaps
- 926 discipline instances occurred in the 2017-18 school year

PLAN: *What is the school discipline goal and its success criteria?*	**DO:** *What will the school (teachers, students, and leaders) do to accomplish the plan?*	**Measures:** *How will you measure each step in the "DO"?*
- Decrease discipline instances by 20% for the 2018-19 school year, equaling 740. - Decrease LLRs (low level referrals) by 20% for the 2018-19 school year.	- Building-wide behavior expectations established for all settings. - Implement CHAMPS structures in classrooms - Adjust LLR protocol to reduce the number of minor behaviors - Full implementation of Leader in Me ○ This includes goal setting and weekly student/teacher conferences	- Evaluate the use of CHAMPS structures midway through school year, by disseminating LLR data and discipline event data. - Track and reflect on discipline instance data during monthly faculty meeting. - Track and reflect on LLR data during monthly faculty meeting.

Professional Learning: What professional learning might be needed to support the "DO"?
(Also include in the *School Professional Learning Plan)*
- CHAMPS training for all first and second year teachers
- Monthly 7 Habits training with teachers/staff
- Continue to collaborate with similarly structured middle schools to observe behavior expectations and behavior support structures

STUDY/ACT: Checkpoint**:**
Based on the results of your measures, what's working? What adjustments are suggested by the data?

- Monitor ADLN data bi-monthly.
- Monitor school and grade level discipline instances weekly, monthly, and quarterly.
- Discuss all discipline data during weekly administration meetings.
- Discuss all discipline data during monthly faculty and leadership meetings team meetings.