Republic Middle School 2019-20 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
Empowering leaders to grow and serve

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
Build and sustain an environment where all team members feel safe, cared for, valued and celebrated.
Cultivate responsibility in students and staff to foster productivity and self-motivation.
Promote a school wide growth mindset that leads students and staff toward visionary goals.
Stimulate collaboration, critical thinking, creativity and communication amongst all students and staff.
Create an atmosphere where students, staff, families and community stakeholders believe in their ability to positively contribute.

SIP Team
Allison Dishman-Principal
Tonia Herbold-Assistant Principal
Curt White-Assistant Principal
Michael Wright-Assistant Principal
Brad Swope-P.E./Health
Sam Baugh-Music
Tish Carter-Sped
Jackie Coskey-Art
Sarah Buchanan-Science
Heather Replogle-Social Studies
Stacey Robinett-Math
Justin Bennett-ELA
Rochelle Shumaker-PLTW/CTE
Joni Ragain-Counseling

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

Key Successes:
- 73% of RMS students scored in Proficient and Advanced reading levels at the end of the 2018-19 school year
- The Missouri Performance Index (MPI) for ELA in sixth grade was 385.15. This is above the state average of 335.34
- The Missouri Performance Index (MPI) for ELA in seventh grade was 351.90. This is above the state average of 334.49
- The Missouri Performance Index (MPI) for ELA in eighth grade was 367.17. This is above the state average of 336.23
- The Scholastic Reading Inventory district assessment shows a 4-year upward trend on the Beginning of Year (BOY) assessment at grades 7, 8, and 9

Key Gaps:
- 73 RMS students scored below basic on the SRI reading test at the end of the 2018-19 school year, indicating that they are at least two grade levels below in reading
- Only 59% of students scored in the Proficient and Advanced reading levels at the beginning of the 2019-2020 school year
- Only 72% of RMS students met 80% mastery of all standards on all four common assessments that were administered in the 2018-19 school year

Plan: What are our goals for the year?	**Do:** What will we DO to accomplish these goals?	**Measures:** How will we measure that we are on our way to accomplishing these goals?
• 75% of students' reading lexile scores will be at proficient or advanced by the end of the 2019-20 school year	• 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 • Once a quarter in early release meetings, ELA teachers will share out how they are utilizing data in their classroom to remediate and enrich instruction	• 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 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	• ELA teachers will refine their priority goals that will be used on the common assessments • ELA teachers will create and implement common assessments for each quarter targeting priority goals	• Shared strategies from ELA early release meetings will be utilized to create remediation and enrichment opportunities for students in response to Common Assessment data • Common Assessment data on each ELA

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	● ELA teachers will analyze pre-assessment data to determine strategies that will need to be implemented before the post-test is given	teacher's BSIP spreadsheet will track MPI growth quarterly, until the 2019 spring MAP assessment
● 85% public speaking students will be proficient or advanced in verbal and nonverbal by the end of the semester	● The speech teacher will scaffold speaking skills throughout the semester in order to gradually build well rounded speaking skills ● Speech Students will have multiple opportunities throughout the week to practice and develop each specific skill outlined on the standard rubric	● Students will be measured on a standardized rubric that is used for each speech. Growth in each category will be tracked via the teacher graded rubric. ● Students will also self-assess success through self-reflection writing pieces after each speech delivery
● Each RTI cycle 20% of our students will receive tier 2 instruction	● Teachers will develop checkpoints and provide RTI services for students that are not meeting the proficient mark on the checkpoint ● RTI interventions will be developed to help the students that did not meet the proficient criteria on the first checkpoint	● 90% of students that receive tier 2 interventions will score better on checkpoint #2 compared to checkpoint #1

Professional Learning:
● 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 ● Teachers will utilize SI Days and Early Release Collaboration time to develop checkpoints and lessons to be used for RTI time
STUDY/ACT:
● At the end of each quarter will meet to analyze the SRI data from the previous quarter discussing how to respond to data and create differentiation and enrichment opportunities in response to the data ● After the common assessment pre-test is given, the ELA team will meet to create differentiation and enrichment opportunities in response to the data

- After each RTI checkpoint ELA teachers will analyze student data to determine what tier one instruction adjustments need to be made and what tier two intervention will be implemented

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

Key Successes
- Our 6th grade MAP scores were 10.7% above the state average, compared to being 1.1% above state in 2018
- Our 7th grade MAP scores were 10.1% above the state average, compared to being -0.4% below state in 2018
- Our 8th graders scored at 98% Proficient or Advanced on the Algebra EOC.
- Our department had an average increase in MPI of 217 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. We will also be implementing a full scale RTI process to better serve our struggling students
- We have identified priority standards to target at each grade level based on our MAP Item Analysis
- While MPI increased by an average of 217 points, 80% of RMS students did not meet 80% mastery of all standards on all four common assessments that were administered during the 2018-19 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 220 points each quarter **7th grade** will increase their students' MPI scores from pre- to post-test by at least 220 points each quarter **8th grade** will increase their students' MPI scores from pre- to post-test by at least 215 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 2018-19 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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The building-wide RMS Math Department will focus on 6-8 top Priority Goals that represent our "guarantee to parents," according to the RTI model ● 6th grade PRIORITY GOALS: 6.RP.A.3.a.b; 6.NS.C.7; 6.EEI.A.1; 6.GM.A.2.b; 6.GM.A.3.a; 6.DSP.A.1 6.DSP.B.4.b ● 7th grade PRIORITY GOALS: *7th Grade Math* 7.RP.A.2.a; 7.NS.A.1; 7.EEI.A.2; 7.EEI.B.4; 7.GM.A.4; 7.DSP.C. *7th Grade Accelerated Math* 7.RP.A.3; 7.NS.A.3; 7.EEI.A.2 8.EEI.C.7; 7.GM.A.4; 7.DSP.C.6 ● 8th grade PRIORITY GOALS: 8.GM.B.7; 8.GM.B.8; 8.EEI.C.7; 8.EEI.B.5; 8.EEI.B.6; 8.F.A.1; 8.F.A.3	● 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 ● Math teachers will use a full-scale implementation of RTI to address the needs of struggling learners	● 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
Successfully implement a full-scale RTI Initiative	● Core teachers will administer Checkpoint #1 to determine the students with the need for intervention ● Teachers will group students based on proficiency, and those who are placed in the RTI rotation will receive further instruction during the math rotation ● RTI teachers will administer Checkpoint #2	● Checkpoint #2 results will be analyzed to monitor the success of the interventions ● Adjustments will be made moving forward based on the measured success of the interventions

	to monitor the progress of students who received intervention	

Professional Learning:

- 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:

- On October 18th, January 10th, and March 27th, 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 18th, January 10th, and March 27th, 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, along with analyzing the MPI from the previous quarter as compared to each grade level goal
- After each RTI checkpoint Math teachers will analyze student data to determine what tier one instruction adjustments need to be made and what tier two intervention will be implemented
- On October 4th, November 15th, January 24th, and March 15th, the math department will meet to discuss the results of RTI/Checkpoint 2 and how to respond to the data to create opportunities for remediation and enrichment moving forward through each cycle

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

Key Successes
- 6 students remained from the beginning ADLN report at the conclusion of the 2018-19 school year

Key Gaps
- Overall 2018-19 Proportional Attendance Rate 90.79%-met state requirement
- Average Daily Attendance for 2018-19 school year was 95.10%
- 28 students remained in the ADLN report at the conclusion of the 2018-19 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 2019-20 school year	- Apply attendance pyramid procedure - Recognition of: 4 week cycles of 98% or better; semester attendance of 98% or better; yearly attendance of Great 98; semester/year perfect attendance (leader slips) - End of the year field trip for perfect attendance for the year - Develop, implement and recognize goals set and met by students identified by ADLN indicators - 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 monitored - PULSE grade level reports monitored - Monthly BOE attendance reports presented - Analyze data from monthly ADLN report generated from PULSE in the monthly meetings for administration/counseling/faculty teams

Professional Learning:

(Also include in the *School Professional Learning Plan)*
- Counseling team reaching out to other middle level schools to investigate attendance incentives and protocols
- All teachers are Youth Mental Health First Aid trained
- Collaborative monthly faculty Team Meetings

STUDY/ACT:
- Monitor ADLN data weekly
- Monitor school and grade level attendance weekly, monthly, and quarterly
- Discuss all attendance data during monthly counseling team meetings
- Discuss attendance issues at monthly faculty team meets

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Discipline Data Analysis *What are your key successes? Key gaps? How do you know?*
Key Successes
- Decrease (8%) in discipline instances from 2017-18 to the 2018-19 school year   - Decrease of 22% in LLRs from the 2017-18 to the 2018-19 school year
Key Gaps
844 discipline instances occurred in the 2018-19 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 12% for the 2019-20 school year - Decrease LLRs (low level referrals) by 20% for the 2019-20 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 - Administration will check in with all substitutes daily to review lesson plans review behavior expectations and disciplinary procedures.	- New teachers will attend CHAMPS training - Monitor and evaluate actions steps on discipline instance data during monthly faculty meeting and weekly administrative meetings - Monitor and evaluate actions steps on LLR data during monthly faculty meetings and weekly administrative meetings

Professional Learning:
(Also include in the *School Professional Learning Plan)*
- CHAMPS training for all first and second year teachers   - Launching Leadership and Cultivating Culture training for all staff members

STUDY/ACT:
- Monitor ADLN data bi-monthly   - Monitor school and grade level discipline instances weekly, monthly, quarterly, and YTD   - Discuss all discipline data and current action steps during weekly administration meetings   - Discuss all discipline data during monthly faculty and leadership meetings team meetings