**Raymore-Peculiar East Middle School**

**School Information**

**School Name:** Raymore-Peculiar East Middle School
**School Address:** 17509 East State Route 58, Raymore, MO 64083
**School Phone:** (816) 388-4000
**School Fax:** (816) 388-4001
**Principal:** David Mitchell
**Principal email:** Dmitchell@raypec.k12.mo.us

 **Demographics**

**Number of Students:** 1006
**Number Eligible for Free and Reduced Lunch:** 27.3%
**Percent of Limited English Proficient:** 1%
**Percent of Special Education:** 8%
**Racial/Ethnic Percentages:**

**- White:** 85%
**- Black:** 11.4%
**- Hispanic:** 1.8%
**- Asian/Pacific Island:** 1.6%
- **Other:**

 **Introduction:**

Relationships. Student Achievement. Collaborative Culture.

These are the pillars that are the foundation for success at Ray-Pec East Middle School and provide the catalyst for continuous school improvement. Improved student achievement, increased classroom rigor, and aligned core curriculum are just a few of the documented outcomes at RPEMS in recent years.

Originally established in 1973, as Raymore-Peculiar Middle School, Raymore-Peculiar East Middle School opened in the fall of 2010 and continues to be the only middle school of the Raymore-Peculiar School District. The school serves about 1000 students who live in suburban and rural neighborhoods south of Kansas City, Missouri. Students come to Ray-Pec East Middle School from two intermediate schools as well as from area private and parochial schools whose parents choose to transfer their students to RPEMS for the middle school years.

 Ray-Pec East Middle School reflects its community – a community that is enthusiastically engaged with and connected to the school. Recognizing the increasing need to work together with all stakeholders to better support student learning, developing partnerships within our school community became the basis for our mission statement – “Partners in Learning”.

Raymore-Peculiar East Middle School was recognized in the fall of 2012 as a LEED “Gold” certified building. The Leadership in Energy and Environmental Design (LEED) Green building Rating system is a rating system verifying that a building project is environmentally responsible and a healthy place to live and work. It is a nationally accepted, third-party certification program. Innovation, Environmental, Sustainability, Energy, and Renewability were selected by the curriculum writing team as the five big ideas that will serve as the framework of our curriculum design. The curriculum writing team’s purpose of encouraging environmentally literate and responsible students is achieved in a variety of teaching avenues all while emphasizing the unique, energy conscious features of RPEMS.

We are striving to establish a culture of high efficacy among staff members. A culture where all members of the organization believe they can and will make a difference in the lives of our students. An attitude of ownership is developing among staff and students regarding the nature of our school community. As we endeavor to improve our building, this attitude of accountability will be central to improving student achievement and successful staff implementation of new ideas.

**School Mission and Vision of** *Raymore-Peculiar East Middle School*

**Mission (Revised Fall, 2010)**

“Partners in Learning”

**Vision (Revised Spring, 2011)**

Raymore-Peculiar East Middle School will provide an engaging environment that supports learning.  We foster a climate that embraces the uniqueness of middle-level learners in a diverse culture while promoting an interdependent community that is environmentally responsible.

**School Collective Commitments of** *Raymore-Peculiar East Middle School*

1. We are committed to a system of support for students and adults
2. We are committed to a safe, trusting and collaborative environment.
3. We are committed to high expectations for learning, behavior and citizenship.
4. We are committed to a guaranteed (consistent) and viable (doable) curriculum.
5. We will prepare students to be environmentally conscious citizens utilizing our building’s resources integrated in all curriculum areas.

# Standards Referenced Reporting and Grading Essentials

1. No Graded Practice
2. Learning Targets in Place and accessible to students and parents
3. NO extra credit
4. Don’t punish academic dishonesty with reduced score
5. We will provide a system of communication to report student progress (practice and assessed items) to students and parents
6. We will provide multiple chances to demonstrate understanding

**Student Achievement Data:**

**School wide Adequate Yearly Performance (AYP), Missouri Assessment Program:**

**Communication Arts Proficient and Advanced:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Comm. Arts** | All students | State | Asian | Black | Hispanic | White | F/R Lunch | IEP | LEP |
| 2006 | 46.4 | 43.2 | NA | 30 | NA | 47.8 | 28.8 | 11.8 | NA |
| 2007 | 52.3 | 43.75 | NA | 42.1 | NA | 53.8 | 37.8 | 13.5 | NA |
| 2008 | 60.2 | 48.85 | 80 | 40.8 | NA | 62.7 | 35.4 | 16.9 | 14.3 |
| 2009 | 57.4 | 50.65 | 75 | 42 | 50 | 60 | 39.6 | 14 | 33.3 |
| 2010 | 61.5 | 52.45 | 50 | 40.9 | 70.8 | 63.7 | 52.9 | 27.5 | 66.7 |
| 2011 | 62.3 | 53.75 | 60 | 40.4 | 68.8 | 64.5 | 49.4 | 25.8 | 50 |
| 2012 | 67.85 | 54.85 |  |  |  |  |  |  |  |
| 2013 |  |  |  |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  |  |  |
| 2016 |  |  |  |  |  |  |  |  |  |

**Math Proficient and Advanced:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math** | All students | STATE | Asian | Black | Hispanic | White | F/R Lunch | IEP | LEP |
| 2006 | 48.3 | 43.35 | NA | 28.3 | NA | 50.3 | 32.3 | 15.1 | NA |
| 2007 | 54.2 | 43.75 | NA | 43.9 | NA | 55.5 | 39.2 | 25 | NA |
| 2008 | 63.9 | 47.05 | 60 | 46.5 | NA | 66.2 | 47.8 | 18.6 | 12.5 |
| 2009 | 68 | 49.75 | 100 | 41.1 | 71.9 | 71.6 | 54.3 | 24.6 | 16.7 |
| 2010 | 66 | 53.6 | 80 | 54.5 | 66.7 | 67 | 55.1 | 39.2 | 66.7 |
| 2011 | 65.6 | 53.9 | 80 | 40.9 | 43.8 | 68.3 | 47.5 | 25.8 | 50 |
| 2012 | 73.15 | 56.4 |  |  |  |  |  |  |  |
| 2013 |  |  |  |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  |  |  |
| 2016 |  |  |  |  |  |  |  |  |  |

**Science (8th grade only) Proficient and Advanced:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Science** | All students | STATE | Asian | Black | Hispanic | White | F/R Lunch | IEP | LEP |
| 2006 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2007 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2008 | 53.1 | 43.3 | 60 | 16.1 | 33 | 56.9 | 29.8 | 23 | NA |
| 2009 | 67.6 | 45.2 | 83.3 | 44.9 | 57.2 | 71.1 | 41.5 | 20 | NA |
| 2010 | 65 | 48.4 | 100 | 39.6 | 76.5 | 68.1 | 53.6 | 25.9 | NA |
| 2011 | 58.2 | 50.5 | 66.7 | 39.6 | 25 | 60.6 | 44.1 | 15.6 | NA |
| 2012 | 70.2 | 49.9 | 85.8 | 41.2 | 57.2 | 73.8 | 58.1 | 25.9 | NA |
| 2103 |  |  |  |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  |  |  |
| 2016 |  |  |  |  |  |  |  |  |  |

**Algebra End of Course EOC (8th grade only) Proficient and Advanced:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EOC Algebra** | RPEMS | District | State | White | Black | Hispanic | F&R | IEP |
| 2009 | 94.90% | 65.80% | 52.60% |  94.8 |  92.9 |  100 |  93.8 |   |
| 2010 | 94.8%  | 63% | 57.3% |  94 |  100 |  100 |  88.3 |   |
| 2011 |  92.2% |  73% |  59.7% |  92.6 |  81.8 |  100 |  81.8 |   |
| 2012 | 97.1% |  66.9% |  56.6% |  96.9 |  100 |  100 |  100 |   |
| 2013 |  |  |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  |  |
| 2016 |  |  |  |  |  |  |  |  |

 **Grade-level Performance Data, Missouri Assessment Program:**

|  |  |
| --- | --- |
|   | **Math % Proficient & Advanced** (RPEMS/State) |
|  | **Grade 7** | **Grade 8** |
| **2005-06** | 54/46 | 42.5/40.7 |
| **2006-07** | 60.5/46.1 | 44.8/41.4 |
| **2007-08** | 66.3/49.8 | 59.2/44.3 |
| **2008-09** | 70.1/52.4 | 65/47.1 |
| **2009-10** | 63/55.2 | 67.7/52 |
| **2010-11** | 73.5/56.4 | 56.1/51.4 |
| **2011-12** | 76.3/60.1 | 69.9/52.7 |
| **2012-13** |  |  |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

|  |  |
| --- | --- |
|   | **8th Grade Algebra EOC** |
|  | **Grade 8** | **District Avg.** |
| **2005-06** | NA | NA |
| **2006-07** | NA | NA |
| **2007-08** | NA | NA |
| **2008-09** | 94.9% | 65.8% |
| **2009-10** | 94.8% | 63% |
| **2010-2011** | 92.2% | 73% |
| **2011-12** | 97.1% | 66.9% |
| **2012-13** |  |  |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

|  |  |
| --- | --- |
|   | **Communication Arts % Proficient & Advanced** (RPEMS/State) |
|  | **Grade 7** | **Grade 8** |
| **2005-06** | 46/43.9 | 46.6/42.5 |
| **2006-07** | 54.9/46.1 | 47.4/41.4 |
| **2007-08** | 58.1/49.3 | 61/48.4 |
| **2008-09** | 57.6/51.1 | 56.5/50.2 |
| **2009-10** | 58.4/52.4 | 64/52.5 |
| **2010-11** | 65.6/54.4 | 57.3/53.1 |
| **2011-12** | 69.9/55.8 | 65.8/53.9 |
| **2012-13** |  |  |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

|  |  |
| --- | --- |
|   | **Science % Proficient & Advanced** (RPEMS/State) |
|  | **Grade 7** | **Grade 8** |
| **2005-06** | NA | NA |
| **2006-07** | NA | NA |
| **2007-08** | NA | 53.1/43.3 |
| **2008-09** | NA | 67.6/45.2 |
| **2009-10** | NA | 65/48.4 |
| **2010-11** | NA | 58.2/50.5 |
| **2011-12** |  | 70.2/49.9 |
| **2012-13** |  |  |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

**School wide Adequate Yearly Performance (AYP) MAP Performance Ranking (32 Missouri Middle Schools Used in Comparison Study**)

|  |  |  |
| --- | --- | --- |
|  | **AYP Average (combined Math/CA AYP)** | **Rank (out of 32 schools)** |
| **2005-06** | 47.35 | 20th |
| **2006-07** | 53.2 | 14th |
| **2007-08** | 62.05 | 10th |
| **2008-09** | 62.7 | 11th |
| **2009-10** | 63.75 | 13th |
| **2010-11** | 63.95 | NA |
| **2011-12** | 70.47 | NA |
| **2012-13** |  |  |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

**Student enrollment in advanced math courses.**

|  |  |  |
| --- | --- | --- |
|  | **7th Math (Pre-Algebra)** | **8th Math (Algebra)** |
| **2006-07** |  |  |
| **2007-08** |  |  |
| **2008-09** | 168 | 173 |
| **2009-10** | 200 | 145 |
| **2010-11** | 181 | 171 |
| **2011-12** | 184 | 176 |
| **2012-13** | 159 | 199 |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

**Student enrollment in advanced communication arts courses.**

|  |  |  |
| --- | --- | --- |
|  | **7th Advanced Communication Arts** | **8th Advanced Communication Arts** |
| **2006-07** |  |  |
| **2007-08** |  |  |
| **2008-09** | 78 | 102 |
| **2009-10** | 103 | 109 |
| **2010-11** | 126 | 128 |
| **2011-12** | 145 | 136 |
| **2012-13** | 151 | 198 |
| **2013-14** |  |  |
| **2014-15** |  |  |
| **2015-16** |  |  |

**Please comment on any aspect of the data that you believe is particularly significant.**

From 2006-2012, RPEMS saw an increase in the percentage of students scoring proficient and advanced on the annual state assessment in math by 24.85%. In comparison, the state experienced an increase of only 13.1%. During this same time, RPEMS increased by 21.6% in the area of communication arts in comparison to an increase of 11.7% across the state of Missouri.

In the spring of 2009, RPEMS began administering the End of Course (EOC) state algebra assessment to 8th grade algebra students. The inaugural assessment, given to 158 8th grade students, resulted in 94.9% of the students scoring advanced or proficient. In the spring of 2012, RPEMS tested 167 algebra 1 students with 97% of the students scoring advanced or proficient. This performance is 30.21% higher than the district average of 66.9% and 43.1% higher than the state Algebra 1 average of 56.6%.

In the spring of 2007, adjustments were made to the RPEMS master schedule in order to increase instructional minutes in the areas of math, communication arts and science. In addition to the increase in minutes, staff felt students needed daily contact in these critical areas. As a result of these needs, a schedule was developed to increase our instructional minutes in each of these critical areas from 7,480 minutes per year to 12,320 minutes per year.

Beginning in the fall of 2007, all RPEMS departments began the process of reviewing and redesigning course pacing guides and common assessments. Continued emphasis is placed on increasing the rigor and relevance of course assignments and common assessments. Advanced courses in math and communication arts are offered at both seventh and eighth grade for all students.

 **Please present additional information that indicates your efforts to build a professional learning community have had a positive impact on students and/or teachers.**

Each fall, RPEMS staff develops SMART goals in all departments that directly support SMART goals developed in math, communication arts, and science. Math, communication arts, and teachers conduct a data analysis review of our annual Missouri Assessment Program (MAP) results and identified areas needing specific improvement. RPEMS School Improvement Plan (SIP) targets are established and/or adjusted and shared with staff. Math, communication arts, and science teachers facilitated SMART goal development training with staff and shared data and strategies to use in all content areas to support SIP progress in math, communication arts, and science.

With the transition to Common Core State Standards in 2015, the Raymore-Peculiar School district has developed a Learning Team consisting of ELA and Math teachers from all buildings. RPEMS representatives on the learning team lead faculty meetings and building professional development and are key communicators to the school community.

The Building Leadership Team (BLT) includes representatives from all interdisciplinary teams and departments. The BLT routinely evaluates and monitors action steps within the SIP and facilitates instructional improvement initiatives by closely monitoring professional development activities.

To monitor implementation of building initiatives and quality instruction, the RPEMS administrative team conducts monthly walkthroughs in all classrooms. Monthly data is compiled and reported to the BLT as well as the entire staff. More than 500 classrooms have been observed and the data gleaned from this process is used annually to develop our building professional development plan for the following school year. Our walkthrough data is also utilized throughout the year to monitor the implementation of instructional strategies and other initiatives implemented through professional development sessions with staff.

 **Please elaborate strategies you have found to be effective in the following areas:**

**1. Monitoring student learning on a timely basis.**

Beginning in the fall of 2011, all RPEMS students are monitored three times during the year utilizing Acuity Predictive assessments in math and language arts as well as 8th grade science. Teachers in these content areas work together in teams to analyze the data and develop interventions for students who are identified as below average as well as enrichment for those scoring above average. Data is also utilized to target specific curriculum areas that students as a whole appear to be struggling with.

To ensure student success in learning, the process of Examining Student Work (ESW) focuses on teachers, working in collaborative core teams, creating and evaluating common assignments each week. The development of lessons aligned to state standards and a shared understanding of grading expectations help to ensure that all students receive a rigorous curriculum. Analyzing the results of these assignments each week provides teachers with vital information required to make decisions about what is to be taught based on real and timely evidence of what students have learned.

In addition, each of our core grade-level departments (math, science, communication arts, and social studies) administers four common assessments throughout the year. The common assessments, developed using the “backward design model”, identify essential learner objectives for each course that align with the Missouri Grade Level Expectations (GLE). Departments collaborate to develop and review these assessments and then work “backwards” to design instructional activities to ensure students meet the standards selected for each common assessment. All students are required to achieve a score of 70% or better on all common assessments. Departments coordinate re-teach lessons for students who score below 70% and provide opportunities both during the day and/or after school for students to re-test until a score of 70% or better is attained. In the re-teach model, teachers use common assignments/assessment data to identify students’ needs and divide them among the 2-4 teachers within the department during each block

All math students receive proficiency checks on a weekly basis to measure progress on essential objectives taught during the week and included as part of the quarterly common assessments. Students who do not meet a proficiency level of 70% are required to receive additional support through re-teaches held during the day as well as before and after school times. Teachers record the students highest score attained once the proficiency level has been met.

***Grading and Assessment Practices:***

***Standards-Referenced Reporting and Grading Practices:***

The Raymore-Peculiar School District is closely examining current grading practices and beginning the transition to a standards-referenced grading model. Standards-referenced grading differs from the traditional letter grades in several ways. By referencing specific standards, teachers can share information about student learning in a way that allows students and parents to know what learning targets have been reached. For example, rather than receiving a “B” in communication arts, a standards-referenced report card might show that a student is proficient at writing an alternate ending for a story, is proficient at identifying the elements of a story, and is only partially proficient at comparing and contrasting two stories. A standards-referenced grading model also allows for students to revise work, re-take tests and use multiple ways to show mastery of objectives. In addition, students are evaluated on the learning standards, rather than on attendance, behavior and extra credit.

At RPEMS, grades are derived through a standards-referenced grading model. This model allows for students to revise work, re-take tests and use multiple ways to show mastery of objectives. In addition, students are evaluated on the learning standards, rather than on attendance, behavior and extra credit.

Parents and students are able to view progress towards mastery of course learning targets relative to non-graded practice assignments using two types of marks; grades and numbered scores. The grades will reflect student learning on assessments such as projects, quizzes, proficiency checks, and common assessments. The numbered scoring scale is used to provide feedback on routine practice assignments. These numbers are given to inform both the parent and student about progress towards mastery of specific learning targets.

In our standards-referenced reporting system, we believe that feedback to the student during the early stages of learning is critical to his/her growth. Feedback regarding a student’s progress is reported utilizing a 4 point scale. This scale (1=Just Starting 2= Not there yet 3= I’ve got it! 4= Exceeds Expectations) will be utilized with students in the classroom as they assess their progress towards mastery of course learning targets or objectives. The 1-4 numbers will not equate to points that would be calculated into their grade. The scale indicates where a student is in their learning progression at that moment, recognizing that the goal is to be at a 3 and additional practice will occur that will help them reach that goal.

**2**. **Creating systems of intervention to provide students with additional time and support for learning.**

At RPEMS, we are committed to creating a pyramid of support to systematically provide supports for struggling learners. Core Resource is utilized during the school day to support struggling learners who had been identified as needing assistance in communication arts and math. Students in Core Resource are given assistance with their core class content in a format that consists of whole group instruction, small group personalized support and independent practice utilizing the computer-based program Study Island. Read 180 and FastForword are offered through Key Reading to students who have been identified as reading two or more grades below their current grade level.

A learning lab was implemented in the fall of 2009 as an intervention targeting the “intentional non-learners”. Learning lab is assigned to students during the school day in place of an elective offering. Students are assigned to learning lab when they have accumulated missing work and other interventions have not proven effective.

We have developed a building-wide homework policy that better reflects our philosophy that homework should be provided as additional practice. In addition, the policy supports homework assigned for the purpose of building skills necessary for students to master designated learner objectives. Recognizing that feedback is an essential component of the learning process, teachers communicate student progress towards mastery using a 4321 scale on work considered practice.

At RPEMS, we utilize a school-wide behavior management model (BIST) which focuses on teaching students strategies for recognizing, reflecting, and managing their own behaviors. Students learn to “own” their problems so they can learn to overcome them. Respect and tone of decency are major themes throughout our school.

3. **Building teacher capacity to work as members of high performing collaborative teams that focus efforts on improved learning for all students.**

Teaming is an integral part of RPEMS and what we consider to be a core value. We have divided up the areas which need to be addressed to meet the needs of the students into four components: student achievement/academic concerns, relationships (social and emotional)/incentives, student concerns/interventions, and organization/management. Teachers meet every other day in teams to discuss issues related to their students and chart this information in the appropriate component area. We then are able to go back as team and review our agendas and notes and determine which areas we might have been addressing most frequently and whether we are meeting the needs of the students as a whole. In quarterly reflection meetings we also determine which areas of professional development are needed. An article is often provided for discussion or administration might plan more substantial training with our instructional coach during faculty meetings or professional development early release days. Keeping these meetings focused on improving student achievement by providing structure and support has helped build a culture of accountability to one another and ensure that all student needs are addressed.

Our modified block schedule, consisting of five 70-minute classes each day allow for teachers to meet every other day with their grade-level department colleagues. This frequent and ongoing collaboration built into the school day allows our teachers to work collaboratively to develop course pacing guides for each subject area. In collaboration, teachers develop common assignments, assessments, and instructional activities designed to improve student achievement and monitor student learning.

**List awards and recognitions your school has achieved:**

 LEED Gold Certification (fall, 2011)

Design Build Institute of America Project of the Year (November, 2011)