



**POTTSVILLE
MIDDLE GRADES**

2014-2015

**TITLE I SCHOOL-WIDE
PLAN**

To provide for the academic needs of all students, the Pottsville Middle Grades will meet the ten (10) requirements of a School-wide Title I Program. Those requirements are: needs (data) assessments, school-wide reform strategies, instruction by highly qualified teachers, professional development, strategies to attract highly qualified teachers, parent involvement, transition from early childhood to elementary school, measures to include teachers in decision-making, point-in-time remediation, and coordination and integration of programs.

TITLE I School-wide Plan

Table of Contents

Needs	
Assessment.....	1-5
School-wide Reform	
Strategies.....	5
Highly Qualified	
Teachers.....	7
Professional	
Development.....	7
Strategies to Acquire	
HQT.....	7
More Parental	
Involvement.....	8-10
Transition of Grade Levels.....	10
Measures to include Teachers in Decision-making.....	10
Point-in-Time	
Remediation.....	10
Coordination and Integration of Programs.....	11

NEEDS ASSESSMENT

The mission of Pottsville Middle Grades is to develop life-long learners and responsible citizens through innovative instruction and community resources.

In order to close achievement gaps for all students, Pottsville teachers analyze a variety of data (indicated below) to help guide their instruction and to ensure that no child is left behind.

LITERACY

1. **NEEDS ASSESSMENT: (4th grade)** Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in literacy, literary text (multiple-choice), literary (open-response), vocabulary, spelling, finding meaning in text, and figurative language are weak areas. Contributing factors include: lack of exposure to real-world text, lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2014-2015: In addition to current strategies for improvement: use syllabication for spelling; more emphasis on figurative language; better strategies for finding meaning in text; and provide ESL students/TAGG students and All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension.
2. **(5th grade)** Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 5th grade in all populations in literacy, practical text, inferring, vocabulary, editing, open response (content), determining importance, and main idea/supporting details, multiple choice - grammar are the weak areas. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2014-2015: In addition to current strategies for improvement: focus in basic foundational reading and writing skills for TAGG Students; utilize small groups to concentrate on main idea; edit sentences daily for

both All Students and TAGG Students; use pull-out time more effectively; use more non-fiction text; and provide ESL students with hands-on technology to assist them with their reading comprehension.

3. (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for 6th grade in all populations in literacy, content text, open response (practical and literary), sequencing, compare/contrast, main idea, inferencing, plot, and multiple choice-writing and using prior knowledge are the weak areas for All Students and TAGG. For All Students but mainly TAGG Students, vocabulary is a weak area. Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. SY 2014-2015: In addition to current strategies for improvement: apply inferencing across content areas and find new strategies for teaching main idea; provide ESL/TAGG students with hands-on technology to assist them with their reading comprehension. In addition, for All Students and TAGG, teachers will provide more experiences and use smaller group instruction in class to focus on needs and use novels to enhance vocabulary consistently among all classes.
4. Average daily attendance for SY 2013-2014: 96.48%.

MATH

1. (4th grade) **Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fourth grade in all populations in math, Geometry and Algebra in Open Response, Measurement in Multiple Choice visualizing and dissecting shapes, multi-step problems, time, and vocabulary for All Students and especially TAGG students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2014-2015: In addition to current strategies for improvement: more practice on conversions in time and measurement, incorporate more real-world multi-step problems, and use visual vocabulary.**

2. (5th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative/interim assessments, perceptual, and school process data for fifth grade in all populations in math, Measurement in Open Response, Measurement and Data Analysis and Probability in Multiple Choice, and math vocabulary for All Students and especially TAGG Students are the weak areas. Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. SY 2014-2015: In addition to current strategies for improvement: focus on Vocabulary with ESL/SD students, work with support staff, and practice questions with combined SLEs.
3. (6th grade) Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, formative assessments, perceptual, and school process data for sixth grade in all populations in math, Open Response-Data Analysis and Probability, Multiple-Choice-measurement, real-world applications, and graphs for All Students and TAGG Students especially are the weak areas. Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas. SY 2014-2015: In addition to current strategies for improvement: focus on TAGG Students during enrichment and first period remediation; integrate more cross curriculum such as understanding graphs in Science and Social Studies.
4. Average daily attendance for SY 2013-2014: 96.48%.

CHARACTER EDUCATION/STUDENT DECISION-MAKING

Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 4-6, continuing to reduce the number of discipline referrals will be an area of focus.

PARENT INVOLVEMENT

Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, a barrier noted was that Pinnacle needed to be updated in a timely manner.

WELLNESS

Average daily attendance for SY 2013-2014: 96.48%. Body Mass Index for children is gender and age specific. BMI charts contain four categories of weight based on the calculated BMI. The four categories are Healthy Weight/Underweight and At Risk for Overweight/Overweight with a higher BMI indicating greater risk.

BMI for 4th grade males: 54 males in 2006-2007: Healthy Weight/Underweight: 57.4 At Risk/Overweight: 42.6% 47 males in 2007-08: Healthy Weight/Underweight: 68.1% At Risk/Overweight: 31.9% 71 males in 2008-2009: Healthy Weight/Underweight: 57.7 At Risk/Overweight: 42.2% 49 males in 2009-10: Healthy or Underweight: 57.1%; Overweight/Obese: 42.9% 83 males in 2010-11: Healthy Weight/Underweight: 50.6%; Overweight/Obese: 49.4%. 2012-2013: Healthy Weight/Underweight: 40.7 %; Overweight/Obese: 59.3%. **2013-2014: 4th grade males-70.4% Healthy Weight/Underweight and 29.6 At Risk/Overweight;** BMI for the 4th grade females: 61 females in 2004-2005: Healthy Weight/Underweight: 50.9% At Risk/Overweight: 49.1% 49 females in 2005-2006: Healthy Weight/Underweight: 57.2% At Risk/Overweight: 42.8% 54 females in 2006-2007: Healthy Weight/Underweight: 66.7% At Risk/Overweight: 33.3% 49 females in 2007-2008: Healthy Weight/Underweight: 71.4% At Risk/Overweight: 28.6% 66 females in 2008-2009: Healthy Weight/Underweight: 57.6% At Risk/Overweight: 42.5% 66 females in 2009-2010: Healthy or Underweight: 62.1%; Overweight/Obese: 37.9% (decreased of 4.6%) 50 females in 2010-11: Healthy Weight/Underweight: 56%; Overweight/Obese: 44%; 2012-2013: 60% Healthy Weight/Underweight; 40% Obese/Overweight. **2013-2014: 4th grade females-57.4 % Healthy Weight/Underweight and 42.6% At Risk/Overweight.**

BMI for 5th grade males: 55 males in 2004-2005: Healthy Weight/Underweight: 45.3% At Risk/Overweight: 54.7% 53 males in 2005-2006: Healthy Weight/Underweight: 49.1% At Risk/Overweight: 50.9% 52 males in 2006-2007: Healthy Weight/Underweight: 63.5% At Risk/Overweight: 36.5% 2007-2008: No data available 2008-2009: No data available 2009-2010: No data available 2010-2011: No data available BMI for 5th grade females: 47 females in 2004-2005: Healthy Weight/Underweight: 66.7% At Risk/Overweight: 33.4% 60 females in 2005-2006: Healthy Weight/Underweight: 53.3% At Risk/Overweight: 46.6% 57 females in 2006-2007: Healthy Weight/Underweight: 61.4% At Risk/Overweight: 38.6% 2007-2008: No data available 2008-2009: No data available 2009-2010: No data available 2010-2011; 2012-2013-not tested; **2013-2014-not tested.**

BMI for the 6th grade males: At Risk /Overweight: 34.5% 56 males in 2008-2009: Healthy Weight/Underweight: 62.5% At Risk /Overweight: 37.5% 53 males in 2009-2010: Healthy or Underweight: 58.5%; Overweight/Obese: 41.5% 54 males in 2010-2011: Healthy or Underweight: 55.6%; Overweight/Obese: 44.4%; 2012-2013: 52.6% Healthy/Underweight; 47.4% Overweight/Obese; **2013-2014: 59.4% Healthy Weight/Underweight and 40.6% At Risk/Overweight.**

BMI for the 6th grade females: 51 females in 2004-2005: Healthy Weight/Underweight: 57.7% At Risk/Overweight: 42.3% 49 females in 2005-2006: Healthy Weight/Underweight: 59.2% At Risk/Overweight: 40.8% 49 females in 2006-2007: Healthy Weight/Underweight: 55.2% At Risk/Overweight: 44.8% 53 females in 2007-2008: Healthy Weight/Underweight: 60.4% At Risk/Overweight: 39.6% 58 females in 2008-2009: Healthy Weight/Underweight: 67.2% At Risk/Overweight: 32.7% 56 females in 2009-2010: Healthy or Underweight: 62.5%; Overweight/Obese: 37.5% 62 females in 2010-2011: Healthy or Underweight: 56.5%; Overweight/Obese: 43.5%; 2012-2013: 60% Healthy or Underweight; 40% Overweight/Obese. **2013-2014: 56.9% Healthy Weight/Underweight and 43.1% At Risk/Overweight.**

SCHOOL-WIDE REFORM STRATEGIES-PRIORITIES

1. Improve literacy skills for all students

- Implementation of writing across the curriculum for all content areas grades 4-6.
- All students will participate in independent and/or guided reading. (5)

- Implement an Enrichment/Intervention time at each grade level. (Act 35)
- 4th- 6th grade students will be instructed in research based reading strategies for all content areas.
- Title I Paraprofessionals
- Title I Reading Specialist
- Teachers are trained and professional development is provided for implementing effective instructional methods
- Continuous use of analyzed data (summative, interim, etc...) to guide instruction
- Teachers will meet and collaborate in horizontal and vertical teams to eliminate gaps in content areas from one grade level to the next
- Differentiate instruction to meet individual students identified needs
- Ensure curriculum and instruction are in line with Common Core and state assessments by unwrapping the standards.
- Enhance and enrich learning by integrating student centered 21st century technology into daily instruction.

2. Improve mathematics achievement skills

- Implement use of Open-Response strategies in all mathematics classes daily.
- Implement an Enrichment/Intervention time at each grade level. (Act 35)
- Create a 4-6 problem solving strategy that students will build on previously learned skills and continue to build on each year.
- All science or math classes will implement a variety of activities like brain pops, starters, Gizmos, mnemonic devices, etc..., that involve specific measurement and/or math procedures questions.
- Title I Paraprofessionals
- Continuous use of analyzed data (summative, interim, etc...) to guide instruction
- Differentiate instruction to meet individual students identified needs
- Teachers will meet and collaborate in horizontal and vertical teams to eliminate gaps in content areas from one grade level to the next
- Ensure curriculum and instruction are in line with Common Core and state assessments by unwrapping the standards.

- Enhance and enrich learning by integrating student centered 21st century technology into daily instruction.

HIGHLY QUALIFIED PROFESSIONAL STAFF

Pottsville Middle Grades has certified and classified staff who are hard-working and dedicated to educating students. The experience of our staff varies from first year teachers to 20 year (or more) veterans. All of our staff is highly qualified. For beginning teachers, we also offer a mentoring program designed to help guide, to support and to assist them throughout the year.

PROFESSIONAL DEVELOPMENT

Through the use of Title I funds, we are able to provide our teachers with the training and professional development needed to enhance student achievement and to promote professional growth.

Title I Funds and Professional Development/Training

- Literacy Lab
- STEM-UCA
- Reading Conferences
- NCTM Conference
- Vertical Teams/Horizontal Teams

Title I funds have been utilized to provide substitutes for teachers as well, so teachers can attend trainings throughout the school day and/or plan collaborative interventions and strategies with colleagues.

STRATEGIES TO ACQUIRE HQT

Our commitment to teaching and learning is why we are able to attract and retain highly qualified staff members. In the event we need additional staff, a team of administrators, teachers and curriculum personnel conduct equitable interviews with candidates to determine who will best meet our students' needs.

PARENTAL INVOLVEMENT

(Strategies to increase parental involvement)

- Continue to facilitate a committee of parents, community, and school staff to implement effective practices for parent involvement. Provide professional development focused on parental involvement to all staff members.
- Each school year, survey parents and teachers on the effectiveness of the parent involvement plan. Use collected data to adjust the program to meet the needs of parents and teachers. The parent center coordinator will report to teachers and principal the results gathered from the spring surveys given at the PT conferences.
- The Parental Involvement Committee will continue the national Watch D.O.G.S. program to encourage/enhance growth of parent involvement at Pottsville Middle Grades.
- Present the parent involvement plan to community, parents, and faculty/staff at Open House- yearly school wide plan includes the following opportunities: Open House, opportunities for parent/teacher communication, Accelerated reader reward, PTO, Box top Collection, 5th grade camp out, GATOR Night, awards assemblies, parent workshops, Pinnacle, grade level and club activities and volunteering opportunities for parents. The school will schedule regular parent involvement meetings such as open house where parents are presented a report on the state of the school and an overview of what the students will be learning; how the students will be assessed; what parents can expect for their child's education; and how parent can assist and make a difference in his/her child's education.
- The parent center coordinator will continue to operate the K-6 parent center in accordance with ACTS 603, 307 & 397. Materials and supplies will be purchased for parent/student use. The parent center coordinates and provides materials and training to help parents work with their children to improve academic achievement.
- Parental involvement at the Pottsville Middle Grades shall: involve parents and students; be comprehensive and coordinated in nature; shall provide regular, meaningful two-way communication between home and school; promote and support responsible parenting; recognize that parents play an integral role in student learning;

welcome parents into the school; include parents as full partners in decisions that affect children and families; recognize that community resources strengthen school programs, family practices and student learning; and evaluate programs to involve parents in decisions and practices of the school district. PMG will engage in other activities determined by the school to help a parent assist in his or her child's learning such as providing instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment.

- Information Packets (formerly Family Kits) are provided to parents at the beginning of each year.
- The grade 4-6 Parent Facilitator (certified teacher) will work with the Parent Center Coordinator to coordinate parent involvement activities throughout the school year. The Parent Facilitator will work with the Parent Center Coordinator to serve as a liaison between parents and teachers to help facilitate meaningful two-way communication between school and home. Specific duties of the Parent Facilitator are identified in the Parent Involvement Plan. To build parental capacity for involvement, information related to school and parent programs will be provided to the extent practical in language parents can understand.
- Continue to use the School Messenger to promote Parental Involvement and notify parents of school activities such as our fall and spring Parent-Teacher Conferences. School messenger was used to inform parents of such events as early dismissals, parent-teacher conferences, and field trips.
- Send announcements and grade reports home with students on a designated day.
- Inform all parents about the Pinnacle program by sending a mailed letter to each family which includes their access code and self-tutorial for the online program. Pinnacle provides an online opportunity for parents to monitor a child's progress on a daily basis.
- Continue the use of Pinnacle in all 4-6 classrooms to provide parental access to assignments via the internet. Teachers will also post grades for parents to access. The principal will send home progress reports in a timely manner to those students with a grade of a D or F for required parental signature. All parents are provided with an access code to use Pinnacle.

- Teachers will be provided professional development on the importance of effective communication, value and utility of the contribution of parents.

TRANSITION FROM GRADE LEVELS

Because Pottsville understands how difficult a building transition may be for students, our Principal/s will accompany upcoming 7th grade students to Junior High for a tour of the building to ease students' emotional and academic transition from middle school to junior high. Upcoming 4th grade students tour PMG building and are greeted by the principals.

INCLUDING TEACHERS IN THE DECISIONS

Teachers are the integral part of student achievement. We recognize the importance of their input and expertise. At Pottsville, we afford teachers the opportunity for input through the following mediums:

- Grade Level Meetings
- Vertical Team Meetings
- Surveys
- Informal and Formal Conversations
- PPC
- Common Planning/Collaboration Time
- Curriculum Coordinator
- Lead Teachers

POINT-IN-TIME REMEDIATION

At the beginning of the school year, teachers will analyze CRT and NRT data. Release days will also be given after Formative Assessments to grade and evaluate progress with reflection data and a printed evaluation sheet given to all 4-6 teachers. Instructional changes will be made to meet the needs of the students. Weekly grade level meetings in 4-6 will be held to discuss curriculum and individual student needs. First of the year data analysis from the previous year will be reviewed and item analysis based on areas of

concern that overlap will be created for 4-6 use for enrichment and to guide instruction. Reflection data from interim assessment results will guide the intervention process. Parents, Teachers and Principal will develop an Academic Improvement Plan for students who are not achieving at grade level based on performances from benchmark testing. Teachers and principal are available twice yearly to consult with parents regarding AIP progress. Parents may also request a conference at any time throughout the school year with the teacher and principal. All 4th, 5th, and 6th graders will have 48 minutes weekly for Enrichment/Intervention plus an aide for each of the three grade levels. Assessment reports will be generated once per 9 weeks. 6th grade will assess each nine weeks with on-going monitoring, teacher observation, and teacher collaboration. 4th grade will have ongoing enrichment log to check progress. 5th grade will log the objective and rework where needed until progress is shown.

COORDINATION AND INTEGRATION OF PROGRAMS

As a Title I school, Pottsville Elementary receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed standards. We coordinate and integrate our services and programs by:

- Hiring staff—paraprofessionals, reading specialist (Title I, NSLA)
- Providing professional development
- After School Tutoring Program
- Purchase of resources and materials; purchase of technology

TITLE I SCHOOL-WIDE PLAN

The school-wide plan is a living document that changes as our student needs change. The plan is developed each fall based on data from the previous year. Progress towards the goals of the plan is evaluated throughout the school year by ACSIP teams. At the end of each year, the plan's effectiveness is evaluated and revisions are suggested.

Our Title I School-wide Plan was developed in conjunction with our ACSIP plan with all stakeholders in mind.

