



**POTTSVILLE
MIDDLE GRADES**

2020-2021

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

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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

NEEDS ASSESSMENT: 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:

(4th grade) 2020 weak areas include inferences, main idea, sequencing, theme, plot, figurative language, author's purpose, compare and contrast; possessive nouns, commas/compound sentences, main idea of essay-Did author meet goal of essay?

(5th grade) 2020 weak areas include command of the conventions of standard English grammar and usage when writing or speaking; writing-plan, revise, edit, new approach; enhance coherence for overall effectiveness; proofreading; apply understanding of grammatical rules; form a variety of sentence structure correctly; craft and structure-analyze the structure of texts, including how specific sentences and paragraphs relate to each other and the whole;

(6th grade) 2020 weak areas include determine central idea or themes of a text, summarize key supporting details and ideas, how POV or purpose shapes the content/style, comma usage, semicolon usage,

Contributing factors for 4-6 grades include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task.

2020-2021: 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 Subpopulations and All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension, and continue implementing Empowering Writers.

Average daily attendance for SY 2017-2018: 95.6%. 2019-2020 pending ESSA stats.

MATH

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 all populations in math, Geometry and Algebra:

(4th grade) 2020 areas of challenge include Operations and Algebraic Thinking, Measurement and Data, Number and Operations-multistep.

(5th grade) 2020 areas of challenge include Number and Operations-multiply and divide fractions.

(6th grade) 2020 areas of challenge include surface area, multiple step problems, summarizing data, classifying shapes, factoring multiples.

Contributing factors in all grade levels include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas.

2020-2021: In addition to current strategies for improvement: more practice on conversions in time and measurement, incorporate more real-world multi-step problems, use visual vocabulary, focus on Vocabulary with ESL/SD students, work with support staff, practice questions with combined SLEs, focus on Subpopulations during enrichment and first period remediation; integrate more cross curriculum such as understanding graphs in Science and Social Studies.

Average daily attendance for SY 2019-2020: pending

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.

FAMILY AND COMMUNITY ENGAGEMENT

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 eSchool needed to be updated in a timely manner.

WELLNESS

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.

2019-2020 N/A

2018-2019: 136 males and 123 females participated in the BMI Assessment. Males-Healthy and Underweight (56.6%); Males-Overweight (43.4%); Females-Healthy and Underweight (67.7%); Females-Overweight (32.2%).

2017-2018: 132 Males and 107 Females participated in the BMI Assessment: Males-Healthy and Underweight-59.8%; Males Overweight-22%; Males Obese-18.2%; Females-Healthy and Underweight-67.3%; Females-Overweight-18.7%; Females-Obese 14%.

SCHOOL-WIDE REFORM STRATEGIES-PRIORITIES

1. Improve literacy skills for all students

- Implementation of writing across the curriculum (Empowering Writers) for all content areas grades 4-6.
- All students will participate in independent and/or guided reading.
- 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 state standards 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 state standards 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 their first three years of teaching.

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
- Empowering Writers

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/AQT

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.

FAMILY AND COMMUNITY ENGAGEMENT

(Strategies to increase parental involvement)

- Continue to facilitate a committee of parents, community, and school staff to implement effective practices for parent and family engagement. Provide professional development focused on parent and family engagement to all staff members as state required.
- 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 and family engagement 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, awards assemblies, parent workshops, eSchool, 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 coordinator will continue to oversee 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 and family engagement 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 coordinate parent involvement activities throughout the school year. The Parent Facilitator will 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 and Family Engagement 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/Family 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 eSchool program by sending a mailed letter to each family which includes their access code and self-tutorial for the online program. eSchool provides an online opportunity for parents to monitor a child's progress on a daily basis.

- Continue the use of eSchool 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 eSchool. 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 MG 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 School Improvement 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 School Improvement Plan with all stakeholders in mind.