Pangburn Middle School Improvement Plan 2018/2019

Mission

The mission of Pangburn Middle School is to provide a safe, positive, and supportive atmosphere where students grow socially and emotionally as they receive a quality education that prepares them to be successful in their educational pursuits. This means emphasizing reading, writing, mathematics, computer science, as well as, social and emotional well being.

Approvals

This School Improvement Plan was prepared by Pangburn Middle School Faculty, Facilitators, Administration, and Pangburn Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This improvement plan supports ESSA and will be reviewed annually and/or as needed.

Approved: _____ Date: 7/31/18
Superintendent

Approved: _____ Date: 7/31/18
Board President

Approved: _____ Date: 7/31/18
Board Secretary

- This is a live document. The initial goals in this plan will be reviewed and updated throughout the year. These goals should be viewed as small steps to achieving our overarching goal.
- Middle School teachers are scheduled to meet weekly with their principal either as a grade band or as a subject band.

Comprehensive Needs Assessment for Academic Achievement

Based on a Comprehensive Needs Assessment that reflects a trend analysis and review of the most current years of district wide data, Pangburn Middle School will support interventions at each grade level in the identified weak areas in literacy, math, and science including the following common weaknesses for all students and targeted subpopulations.

Category	Data Analysis % Close or In need	Area of Focus
Reading	More than 60% of our students struggle with reading.	Reading paired texts; Vocabulary; Individual needs
Math	Although much improved, up to 40% of our students struggle in math.	Fluency; Application DOK 3; Explanation and Justification; Individual needs
Science	48 to 57 % struggle with science With Scientific Investigation being the weakest area.	Scientific Investigation with interpretation of data; Individual needs

Methods and Reasoning - Reading

Overarching Goal: 50% of all students will score exceeding or ready on the aspire.

Reading is arguably the most important skill students need in their everyday lives. School wide reading remains a struggle for the majority of our students. At the beginning of the 2018/2019 school year every middle school student (5-8) will be screened to determine any reading skill deficits that exist.

Student Support - Student instruction will include vocabulary lincing methods combined with phonemic instruction was words are introduced. Students will use high yield strategies to commit new vocabulary to memory. Struggling students will then receive instruction during flex/RTI time to help recover any noted missing skills. This instruction will be the appropriate combination of Mobymax Instructional Software, Teacher intervention, small group intervention, and Dyslexia Intervention for the individual student.
Teacher Support - Vocabulary is essential for reading comprehension therefore, the middle school ELA teachers and social studies teachers underwent training on how to implement a Vocabulary Lincing strategy the uses brain based research to help students learn and retain new vocabulary. They will receive further training during the school year that will also include training in the SIMS model or Strategic Instructional Model of teaching. Although we will be

focusing on just a few strategies this year, SIM encompasses more than 30 specific Learning Strategies that can help students overcome specific learning difficulties that impede literacy, from identifying words in text to completing assignments on time to writing complete essays.

All classroom teachers will be expected to include more paired texts where students determine the similarities and differences; find the conclusions; determine the cause and effect and justify their findings with evidence.

The 5th and 6th grade schedule have been modified to allow for 20 minutes of silent reading per day.

> Studies show that students who enjoy reading develop better skills in reading comprehension, spelling, and vocabulary. In a typical Sustained Silent Reading program, middle school students read about 1 million words and learn about 1,000 new words each year without any vocabulary direct instruction (Gardiner, 2001).

Student Evidence: All students will star test during the first week of school. This test will be used as a baseline score to determine their lexile level and grade level. Students will again be tested before the end of the semester to determine any gain or loss in reading levels. Students will also keep a reading log in their portfolio of books read and dates they completed books. Students will fill out simple report on each book designed to reinforce the elements of literature.

Goal 1A: Reading - By October 1st 100 % of the 5th to 8th grade students will be screened for reading skills deficits and those with major deficits scheduled into RTI time.
Goal 1B: Reading - Students will analyze one article per class per week (Science, SS, ELA) and determine the main ideas and supporting details. Goal achievement will be reviewed first October meeting.

Evidence Based action steps for all students	Possible Funding Sources	Implemented by:	Method of Monitoring
Reading Portfolios		Student/Teacher	Teacher
Star Reading Evals		Teacher	Teacher/Principal

Supplemental support for targeted subgroups and populations:

The number of required books and the individual reading goals will be adjusted based on student each students needs. Students requiring extra support will receive it either small group or individual during class or flex as needed.

Methods and Reasoning - Math

Overarching Goal: 65% of students in grades 5 through 8 will score exceeding or ready on the Aspire.

Math is integrated into everything that we do, from musical scales to orbiting the moon, math plays a role. It is essential that students have an understanding of math that allows for practical application. Our overall achievement in math is good and we want to continue this trend by focusing on improving fluency, remediation of misunderstood topics, and transfer of knowledge through a wide-range of reality-based applications that engage the students.

Student support - Students will practice fluency and work on remediation with the help of the Mobymax computer program, small group instruction, and individual instruction during class and flex time. Students will receive scaffolded instruction in math, ranging from basic computation to real-world application and problem solving. The progression will support the students ever increasing level of understanding.

Student evidence - Students progress through Mobymax math fluency, star results, and classroom performance will all help determine if student is achieving. Student results on DOK 3 level questions.

Teacher support - Math teachers will receive a math workday in the fall and a day in the spring to work as a group, scaffolding math skills, and writing DOK 3 level questions. Teachers will have the opportunity to attend the Arkansas Curriculum Conference.

Goal 2a: Math - All students will be Star tested and Mobymax placement tested the first week of school to determine the need for summer slide refresher, remediation, or acceleration of topics.
Goal 2B: Students will analyze and respond to at least one open response question a week using the format that encourages them to explain why the answered the question the way they did. Goal achievement will be reviewed first October meeting.

Evidence Based action steps for all students	Possible Funding Sources	Implemented by:	Method of Monitoring
STAR Testing		Teachers	Teachers/Principal
Flex Grouping		Teacher/Principal	Teacher/Principal

Supplemental support for targeted subgroups and populations:

Goals and objectives will be adjusted accordingly for individual students that struggle. Students will receive individual or small group help as needed during class or flex time.

Methods and Reasoning - Science

Overarching Goal: 60% of students in grades 5 through 8 will score exceeding or ready on the Aspire.

Science is understanding how the world around us works and technology is applying this understanding to a specific purpose or task. Math is the language of science and used to describe the world around us. Scientific Investigation is the basis for learning about and understanding the world around us. Students should learn to investigate, record, and interpret, data. They need to evaluate models and experimental results.

Student support - Students will receive a more hands-on investigative approach to science learning. They will work with data and graphs to record and interpret data. Students that struggle will receive small group or individual instruction as necessary during class or flex time.

Student evidence - Student interactive notebooks, student progress through Mobymax science data graphs and charts, student results on ACT interims, and classroom results will be used to determine student growth and achievement.

Teacher support - At the end of last year the the 5th and 6th grade teachers received training and materials from a grant provided through the Harding University STEM center. This grant provided a FOSS kit for each teacher and training on how to use this kit. FOSS kits are based on hands student investigation experiences. 5th and 6th grade will continue to refine this unit and start on the next. For the 7th and 8th grade the school purchased 3 units of the sepup program which is a science program based on student investigations.

Goal 3A: Science - science students will be tested in Mobymax by the second week of school to set a baseline measurement and determine their current achievement level.
Goal 3B: Students will analyze an article each week using a researched based method that improves a student's reading skills. Goal achievement will be reviewed at October meeting.
Goal 3C: Teachers will implement interactive science notebooks to engage students in a deeper understanding of science concepts on a weekly basis.

Evidence Based action steps for all students	Possible Funding Sources	Implemented by:	Method of Monitoring
Implement interactive notebooks	$200	5th and 6th teachers	Notebook check/

Mobymax Science		Teachers	Test results

Supplemental support for targeted subgroups and populations:

Goals and objectives will be adjusted accordingly for individual students that struggle. Students will receive individual or small group help as needed during class or flex time.