



Pangburn Middle School Improvement Plan 2019/2020

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

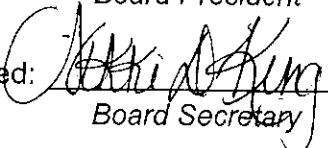
This School Improvement Plan was prepared by Pangburn Middle School Faculty, Facilitators, Administration, and Pangburn Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This improvement plan supports ESSA and will be reviewed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

Approved: 
Superintendent

Date: 2/16/19

Approved: 
Board President

Date: 2/16/19

Approved: 
Board Secretary

Date: 2/16/19

- 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.

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 54% 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

Methods and Reasoning - Reading

Overarching Goal: 50% of all students will score exceeding or ready on the aspire.
Overall increase from last year of 9% of all students scored exceeding or ready or the ACT Aspire.

Because of our weakness in reading, our building-wide focus for the 2019-2020 school year. Reading is a fundamental skill necessary to be successful in this age of information, therefore we feel it should be our primary focus.

UPDATE: Last year we had all of our students PAST Tested for phonological awareness. Teachers were given instruction on Vocabulary Lincing and interventions for phonological weaknesses.

Student Support - This year students that showed deficits will be retested and will be pulled during flex time to work on specific phonological skills that they are missing. Students will be tested each month using the STAR program to assess reading levels. Dyslexia intervention is also available to those students who show significant deficits. This instruction will be the appropriate combination of instructional software, teacher intervention, small group intervention, and Dyslexia Intervention for the individual student.

The 5th and 6th-grade schedule was modified to allow for 20 minutes of silent reading per day. The 7th and 8th-grade schedules will be modified to allow for 20 minutes of silent reading per

day this year. This will be called DEAR time. Drop Everything And Read. Even the adults in the building will honor DEAR time to set an example of how important reading is to our students.

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 that uses brain-based research to help students learn and retain new vocabulary last year. This year they will learn Framing a skill that helps students develop an understanding of key topics and main ideas.

Research results have consistently demonstrated that the routine can effectively facilitate subject-matter learning as well as the development of literacy and thinking skills. In a study focusing on written products of 35 eighth-grade students, the students who were taught with the *Framing Routine* wrote an average of 102 words more per product than did the students who were in the comparison group.

The ELA, science, and social studies teachers will work closely together to teach reading and writing across the curriculum. 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. Teacher team meetings will include coaching on the use of evidence-based practices. Teachers will also be given an opportunity to observe each other in the classroom.

The 5-8 ELA teachers and Administration will be RISE trained this summer. Last year one para, the 5th-grade teacher, and special education teacher were IMSE trained. The goal this year is to get one more para, the 7th - 8th ELA teacher and the building administrator IMSE trained.

On August 28, the middle school teachers will receive training on brain-based learning and reading. They will learn to specific recognize reading problems and techniques to help students those issues.

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 a simple report on each book designed to reinforce the elements of literature.

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
Vocabulary Notebook or section		Student	Teacher
Reading logs		Student	Mentor Teachers
School-wide reading time will be scheduled. DEAR time (Drop Everything and Read)		Principal	Teachers

Supplemental support for targeted subgroups and populations:

The number of required books and the individual reading goals will be adjusted based on each student's needs. Students requiring extra support will receive it either in a small group or an individual setting as needed.

Dyslexia

Students in grades 5-8 that are experiencing difficulty in the area of reading may at the RTI committees decision be screened for dyslexia using level 1 screeners. If level one screening shows indications then parents will be notified and asked for consent for the student to undergo level II screening. If students qualify on level II screeners they will be placed in an appropriate Dyslexia program. Students may be placed on a 504 plan if the committee deems it appropriate.

Methods and Reasoning - Math

Overarching Goal: 56% of students in grades 5 through 8 scored exceeding or ready on the Aspire. Our goal for next year is 60% of students will score exceeding or ready.

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 ALEX 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. Spiral reviews will help ensure students do not forget previous materials.

Student evidence - Students progress through Mobymax math fluency, star results, and classroom performance will all help determine if a 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 also be given an opportunity to observe each other in the classroom.

Goal 2a: Math - All students will be Star tested and ALEX 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 they 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/ Instructional Facilitator
Flex Grouping		Teacher	Teacher/Principal
ALEX Math Program	District	Teachers	Teacher/Principal/ Instructional Facilitator

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.