



## POTTSVILLE MIDDLE GRADES-SLIP

### Mission Statement

It is the mission of Pottsville Elementary School to develop lifelong learners and responsible citizens through innovative instruction and community resources.

### Approvals

This school improvement plan was prepared by Pottsville Middle School faculty, District faculty and Pottsville 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.

Superintendent:

Randy Duggan

Date:

4-20-23

Board President:

[Signature]

Date:

4/20/23

Board Secretary:

[Signature]

Date:

4-20-23

District SLIP Chair:

Jara Thompson

Date:

4.20.23

Principal:

\_\_\_\_\_

Date:

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# LITERACY

**Goal 1: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams to increase literacy scores by 3% by the end of the 2023-3024 school year.

**Priority 1: Implementing Effective Instruction-Literacy**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

**\*Review trends (3 years if possible) to determine weaknesses\***

<b>ACT ASPIRE RESULTS</b>	<p><b>2022-2023: PENDING</b>  <b>Contributing Factors for Area/s of Weakness:</b>  <b>List Strengths:</b></p> <p>2021-2022: English-4th-72.7%; 5th-82.3%; 6th-77.7% and Reading-4th-58%; 5th-52.4%; 6th-56.7          Contributing Factors: 4th-Lack of reading stamina; 5th Lack of student effort/work; 6th-Students struggle to "read between the lines"</p> <p>2020-2021: English-4th 81.5%, 5th 80.5%, 6th 85.7% and Reading-4th 65.3%, 5th 55%, 6th 57.1%.          Contributing Factors: Covid, Lack of parent involvement</p>
<b>STAR READING RESULTS</b>	<p><b>2022-2023: (average per grade level): 4th (pre 2.6, post 3.6); 5th (pre 3.9, post 4.2); 6th (pre 4.8, post 5.5)</b>          2021-2022: 4th-Reading growth-.98; 5th-.5; 6th-.7          2020-2021: 4th-gain of .8,5th-gain of 1.2, 6th-gain of .5</p>
<b>CWT RESULTS</b>	<p><b>2022-2023: Coaching, Summarizing and Note-taking</b>  <b>Area/s of Strength: Modeling and Providing Opportunities for Practice</b>          2021-2022: Weak areas include hands-on activities, cooperative learning, and needing to use higher level Bloom's-Synthesis and Evaluation levels.          2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension.</p>
<b>ELPA RESULTS</b>	<p><b>2022-2023: PENDING</b>          2021-2022: 4th-0% proficient; 5th-0% proficient; 6th-0% proficient</p>

## LITERACY ACTION STEPS FOR AREAS OF CONCERN

### **ACTION 1: IMPROVE READING COMPREHENSION, DECODING SKILLS, AND FLUENCY:**

Right to Read training will be implemented in all classrooms. 4-6 faculty will attend RISE Training provided by Arch Ford.

Counselor/Coaches/Band/Choir/Media Specialist will attend/be provided training through Modules on Arkansas Ideas. PD Training will be provided as needed.

- o Funding Source = PD, Title I
- o Evaluation = ACT Aspire, Interim/Formative Assessments

**ACTION 2: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES:**

4th-incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review; 5th-review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; 6th-Bellringers, repetition, graphic organizers, storyboards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

**ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

Use one-on-one classroom support, use flocabulary and IXL to focus on building vocabulary /comprehension skills. Will also use edpuzzle, brainpop, Nearpod, quizzizz and Cornell notes to give children a variety of forms and tools to help retention. Have check-ins with homeless and poverty students to ensure their basic needs are being met. Materials and supplies will be purchased as needed.

- o Funding Source = Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation = ACT Aspire, Interim/Formative Assessments, ELPA results, CWTs

**ACTION 4: FOLLOW [THE LITERACY PLAN](#)**

# MATH

**Goal 2: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams and increase all students' mathematical reasoning achievement by 3% as it relates to each subject and applies to real-life situations of the end 2023-2024 school year.

**Priority 2: Implementing Effective Instruction-Math**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

\*Review trends (3 years if possible) to determine weaknesses\*

<b>ACT ASPIRE RESULTS</b>	<p><b>2022-2023:PENDING</b></p> <p><b>Contributing Factors for Area/s of Weakness:</b></p> <p><b>List Area/s of Strength:</b></p> <p>2021-2022: Math-4th 62.5%, 5<sup>th</sup> 61.3%, 6<sup>th</sup> 64.3%</p> <p>Contributing <b>Factors:</b> 4th-Gaps in learning and lack of number sense; 5<sup>th</sup>—Lack of student effort/work beyond 5<sup>th</sup> grade level; 6<sup>th</sup>-Struggle with abstract thinking</p> <p>2020-2021: Math-4<sup>th</sup> 70.2%, 5<sup>th</sup> 71.8%, 6<sup>th</sup> 68.7%</p> <p>Contributing Factors: Covid, Lack of parent involvement</p>
<b>STAR MATH RESULTS</b>	<p><b>2022-2023: N/A</b></p> <p>2021-2022: STAR Math growth: 4th-1.4; 5th-1.0; 6th-1.7</p> <p>2020-2021: STAR Math: 4th-gain of 1.0,5th-gain of 1.6, 6th-gain of 1.0</p> <p>2019-2020: N/A</p>
<b>CWT RESULTS</b>	<p><b>2022-2023: Coaching and Summarizing/Note-taking</b></p> <p><b>Area/s of Strength: Modeling and Providing Opportunities for Practice</b></p> <p>2021-2022: Weak areas include hands-on activities, cooperative learning, and needing to use higher level Bloom's-Synthesis and Evaluation levels.</p> <p>2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension.</p>

## MATH ACTION STEPS FOR AREAS OF CONCERN

### **ACTION 1: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES:**

4th-incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review; 5th-review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; 6th-Bellringers, repetition, graphic organizers, storyboards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

**ACTION 2: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

4<sup>th</sup>-An instructional paraprofessional will work with students on setting up word problems. Classroom math teachers will also include more word problems in units of study. 5<sup>th</sup>-Problems center on measurement and data. Incorporate measurement and data examples in starters. Use IXL to focus on measurement and data after lessons on it. For vocabulary support, students will be given a folder with glossary and vocabulary handbook. They also have language dictionaries; 6<sup>th</sup>-Use vocabulary.com and quizlet to build vocabulary skills. Provide more communication through remind.com and school messenger.

Materials and supplies and PD/subs will be provided as needed.

- o Funding Source= PD, Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs, ELPA



## SCIENCE

**Goal 3: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams and increase all students' scientific reasoning and investigative skills by 3% by the end of the 2023-2024 school year.

**Priority 3: Implementing Effective Instruction-Science**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

**\*Review trends (3 years if possible) to determine weaknesses\***

<b>ACT ASPIRE RESULTS</b>	<p><b>2022-2023:PENDING</b></p> <p><b>Contributing Factors for Area/s of Weakness:</b></p> <p><b>List Area/s of Strength:</b></p> <p>2021-2022: Science-4th 60.9%, 5<sup>th</sup> 68.5%, 6<sup>th</sup> 55.4%</p> <p><b>Contributing Factors:</b> 4th-Lack of understanding of science content/wording; 5<sup>th</sup>—Lack of student effort/work beyond 5<sup>th</sup> grade level; 6<sup>th</sup>-Struggle with abstract thinking</p>
<b>CWT RESULTS</b>	<p><b>2022-2023: Coaching, Summarizing Note-taking</b></p> <p><b>List Area/s of Strength: Modeling, Providing Opportunities for Practice</b></p> <p>2021-2022:Weak areas include hands-on activities, cooperative learning, and needing to use higher level Bloom's-Synthesis and Evaluation levels.</p> <p>2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension.</p>

## SCIENCE ACTION STEPS FOR AREA/S OF CONCERN

**ACTION 1: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES: :**

4th-incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review;  
5th-review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; 6th-Bellringers, repetition, graphic organizers, story boards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA

- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

**ACTION 2: INCREASE STUDENT COMPREHENSION SKILLS:**

Incorporate ACT Aspire materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation= ACT Aspire, Interim/Formative Assessments, CWTs

**ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

- o 4<sup>th</sup>- Extra practice/spiral review, use bell-ringers, labs, activities that constantly include vocabulary. Use hands-on lab activities to improve scientific investigation. 5<sup>th</sup>-Weak areas include: evaluation of models, inferences and experimental results. Use IXL as a science starter to build prediction/observation skills and to use evidence to support, bell-ringers, labs, activities that constantly include vocabulary; 6<sup>th</sup>-Spiral review/extra practice, use quizlet and vocabulary.com to build vocabulary skills. Provide more communication-use remind.com and school messenger.
- o Funding Source= PD, Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs, ELPA

# FAMILY AND COMMUNITY ENGAGEMENT

**Goal 4: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Faculty will work in collaborative teams to increase family/community engagement by 3% by the end of the 2023-2024 school year.

**Priority 4: Building a Positive School Culture (Family and Community Engagement)**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

\*Review trends (3 years if possible) to determine weaknesses\*

<b>FACE SURVEYS</b>	<p><b>2022-2023: Areas of Concern:</b> School/Faculty webpages keep me informed regarding my child's education; receive information about school programs and meetings; parents have good understanding about programs and operations</p> <p><b>Contributing Factor/s:</b></p> <p>2021-2022: Views not being taken seriously was a concern as well as families wanting the school to get back to normal.</p> <p>Contributing Factor: Covid guidelines still in place regarding field trips, assemblies, etc.</p> <p>2020-2021: Focus on better communication with parents and responding more promptly to emails, phone calls, etc.</p> <p>Contributing Factor: Lack of communication with parents who are not able to attend Open House and other parent meetings.</p>
<b>VOLUNTEER HOURS</b>	<p><b>2022-2023: Pending</b></p> <p>2021-2022: Covid N/A</p> <p>2020-2021: Covid N/A</p>

## FACE ACTION STEPS FOR AREA/S OF CONCERN

### **ACTION 1: INCREASE FAMILY AND COMMUNITY ENGAGEMENT TO ENHANCE STUDENT ACHIEVEMENT:**

Provide better communication with families regarding student absences, parent-teacher conferences, orientations, banquets, other school activities through School Messenger, HAC, School Website. Materials and supplies will be provided as needed for activities.

- o Funding Source= Title I, ESA, ELL
- o Evaluation: FACE Surveys, Volunteer Hours

### **ACTION 2: ATTEND PROFESSIONAL DEVELOPMENT TO INCREASE FAMILY AND COMMUNITY ENGAGEMENT:**

Attend FACE PD as required by DESE and/or if needed. Subs will be provided.

- o Funding Source= PD, Title I
- o Evaluation: FACE Surveys

### **ACTION 3: Follow the [FACE Plan](#)**



# CHARACTER EDUCATION AND WELLNESS

Goal 5: SMART Goals (specific, measurable, attainable, relevant, time-based)

- Faculty will work in collaborative teams to foster a safe and drug-free learning environment and to decrease absenteeism/tardies and discipline problems by 3% by the end of the 2023-2024 school year.

Priority 5: Building a Positive School Culture (Character Ed and Wellness)

Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator

## ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

\*Review trends (3 years if possible) to determine weaknesses\*

FACE SURVEY	<p><b>2022-2023:</b> 91.4% of families feel safe at school.  <b>2021-2022:</b> 82.4% of families feel safe at school.  <b>2020-2021:</b> 98% of families feel safe at school.</p>
TARDIES/ABSENTEEISM:	<p><b>2022-2023:</b> 4th grade has most tardies and absences; most tardies = 4th-boys, 5th girls, 6th girls; most absences = 4th boys, 5th girls, 6th boys  <b>Contributing Factors:</b> Parent schedules, sickness, other siblings  <b>2021-2022:</b> 1st period has most tardies (males).  <b>Contributing Factors:</b>  <b>2020-2021:</b> 6<sup>th</sup> grade had the most tardies; males had the most tardies;  The months and the semester that had the most tardies include October and January-2<sup>nd</sup> semester.</p>
DISCIPLINE:	<p><b>2022-2023:</b> 4th-warnings (females); 5th-out of school suspensions (males); 6th-warnings (males),  <b>2021-2022:</b> 4th-no incidents on reports; 5th-disorderly conduct (males); 6th-grade level overall-disorderly conduct and profanity (males) and fighting/other (females).  <b>2020-2021:</b> 4TH-Vaping-males overall; 5th-disorderly conduct-females overall; 6th-fighting-females overall, most referrals happen in April.</p>
APNA	<p><b>2021-2022:</b> 6th grade only: Alcohol, bath salts, any drugs, antisocial behavior-attack to harm  <b>Contributing Factors:</b> Low commitment to school; perceived risk of drug use; lack of parent control, peer pressure  <b>2020-2021:</b> Mental health (need ideas to reduce stress), alcohol, flavored vape and any vape.  <b>Contributing Factors:</b> Peer pressure, instant gratification,</p>
SCHOOL HEALTH INDEX	<p><b>2022-2023:</b> Area/s to work on: Module 9 employee wellness and Module 11 community involvement</p>

	<p>2021-2022 Improvements needed in Module 9 employee wellness and Module 11 community involvement</p> <p>2020-2021: Improvements needed in Module 9 employee wellness and Module 11 community involvement.</p>
<b>BMI</b>	<p><b>2022-2023 Pending</b></p> <p><b>2021-2022:( most recent) 4th-males: 58.2% healthy; 21.8% overweight; 20% obese; 4th girls: 4.4% underweight; 62.2% healthy; 13.3% overweight; 20% obese; No 5th; 6th grade males: 58% healthy; 24% overweight; 18% obese; 6th girls: 4.1% underweight; 53.1% healthy; 30.6% overweight; 12.2% obese.</b></p>

## CHARACTER ED ACTION STEPS FOR AREA/S OF CONCERN:

### **ACTION 1: PROMOTE A SAFE AND DRUG-FREE ENVIRONMENT TO INCREASE STUDENT ACHIEVEMENT:**

Provide classroom lessons targeting APNA and discipline concerns; Monitor absenteeism, tardies, bullying, and harassment; 4<sup>th</sup>-Identify frenemy groups and have small group counseling session; teach kindness and conflict resolution strategies; 5<sup>th</sup>-Include awareness activities in our instruction; outreach to any student who shows indicators of contributing factors; 6<sup>th</sup>-Teachers will consistently post assignments and announcements on Google Classroom to maintain updated assignments for absent students; Send weekly assignment newsletters or use Remind to assist students who are absent.

ALL-Reinforcement of positive behavior; Promoting positive behavior: Apache dollars, classroom economy system, reward parties, and classroom rewards; Classroom management strategies: Point system, positive reinforcements, reward parties at the end of each 9 weeks, and seat choice (who they sit by in class for good behavior); Strategies for building rapport with students: Attend some school events, inform parents of activities planned at school, invite parents to attend some of the school functions, and try to teach the individual student.

- o Funding Source- Title I, ESA
- o Evaluation: Family Survey, Absenteeism Reports, Discipline Reports, APNA

### **ACTION 2: SUPPORT ACTIVITIES THAT PROMOTE A HEALTHY LIFESTYLE:**

During RR Week, provide programs on alcohol and other drug use and preventions; research a campus-based medical clinic; create a monthly newsletter on health; and discuss mental health during team meetings; Provide training to faculty on Wellness-Jordan Summers /Arch Ford.

- o Funding Source-Title I, ESA, PD
- o Evaluation: SHI, BMI