

Paulette Smith Middle School  
Improvement/Literacy Plan  
2022-2023

1. Evaluate current and past data to dissect areas of improvement.
2. Based on data dissection, establish goals/next steps and outcomes.
3. Identify the evidence-based interventions/best practices to be implemented.
4. Summarize the professional development needs of staff.
5. Indicate the method of continuous monitoring of the plan.

**TARGETS:**

1. PSMS will increase overall student achievement by 13% in all areas concentrating on reading and math on ACT Aspire scores by Fall 2023.
2. Implement PLC meetings bi-weekly to address student achievement, needs, instruction, and schedule
3. NWEA Assessment Schedule
4. ACT Aspire

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| <p>I Setting (Describe the population and special learning circumstances)</p>   | <p><b>6<sup>th</sup>-8<sup>th</sup> Grades Student Targets for 2022-2023 will be----</b></p> <ol style="list-style-type: none"> <li>1. Reading on grade level and improving comprehension skills.</li> <li>2. Lexia Power Up will help with RTI for grade level reading skills.</li> <li>3. Use NWEA and STAR to track students and identify their strengths and weaknesses.</li> <li>4. Improve math skills using Khan Academy, Math Quest, and Open-Up.</li> </ol>   |
| <p>II Content/Subject (The area/topic addresses based on learner achievement, data analysis, or observation data)</p> | <p>*Based on the current ACT Aspire data—Reading is still a concern based on learner achievement and data results.<br/>         *Data results will be used to schedule RTI for all students in 6<sup>th</sup>-8<sup>th</sup> grade for reading and math.<br/>         *Reading RTI will be addressed in Social Studies and Literacy classrooms on a weekly basis and scheduled for specific days.<br/>         *Mathematics will be addressed in Science and Mathematics on a weekly basis and scheduled for specific days.<br/>         *Progress monitoring will be used to drive the collaboration between staff during PLC's to analyze data and help improve instruction and achievement.</p> |
| <p>III Baseline Data (What is shown by the current data?)</p>   | <p>Based on the 2021 ACT Aspire data, 6<sup>th</sup>-8<sup>th</sup> grade 14% of all students are In Need of Support and 29% are Close in reading and in mathematics, 7% are In Need of Support and 23% are Close to being on grade level.</p> <p>NWEA data shows that in Reading and Math are still below the National Norm for achievement. PSMS does show minimal movement in math and reading from Fall to Spring.</p>   |

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| <p>IV SMART Goal (Describe what you want learners/program to accomplish.</p> | <ol style="list-style-type: none"> <li>1. Based on the STAR, NWEA, AND ACT Aspire results for 6<sup>th</sup>-8<sup>th</sup> grade students will use Lexia Power Up, and subject content classes for improvement to their reading fluency and comprehension level by one grade level by the end of 2023.</li> <li>2. Based on the STAR, NWEA, AND ACT Aspire results for 6<sup>th</sup>-8<sup>th</sup> grade students will use Khan Academy (MAPS), strategies from Math Quest, and individual help when appropriate.</li> <li>3. PSMS will use scheduled RTI to address weaknesses of specific students and give individual instruction when needed to help bridge the gaps for students</li> </ol> |
| <p>V Means for attaining goal. (Strategies used to accomplish the goal)</p>  | <ul style="list-style-type: none"> <li>*RTI</li> <li>*Lexia Power Up/Khan Academy</li> <li>*ALE Program</li> <li>*Consult with Co-op Specialist</li> <li>*NWEA/Data-Progress Monitoring</li> <li>*Continue Structures Program (District alignment</li> <li>*Dyslexia Referral Process</li> <li>*Science of Reading Training-R.I.S.E. Memo LS-18-090</li> <li>*Professional Development for Reading and Math specific content areas through district or co-op</li> <li>*Close monitor and meeting with students by administration and staff discussing goals for specific content areas</li> <li>*Star Testing--Progress Monitoring</li> <li>*</li> </ul>  |

We will monitor student growth in all classes weekly and each student will chart their absences, incompletes, and zeros.