

Mission Statement

It is the aim of Pottsville School District in partnership with the core values and hope of our community to create a learning environment that will produce lifelong learners, productive citizens, and successful contributing members of a global society.

Approvals

The District Support Plan was prepared by 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.

Approved: [Signature] Date: 3-18-21

{Title} Superintendent

Approved: [Signature] Date: 3-18-21

{Title} Board President

Approved: [Signature] Date: 3-18-21

{Title} Board Secretary

Approved: [Signature] Date: 3.18.21

{Title} District SLIP Chair/Process Manager

POTTSVILLE SCHOOL DISTRICT LITERACY PLAN

MISSION:

It is the aim of Pottsville School District in partnership with the core values and hopes of our community to create a learning environment that will produce lifelong learners, productive citizens, and successful contributing members of a global society.

INTRODUCTION:

The Pottsville School District Literacy Plan encompasses family and community engagement, professional development, research, assessments and interventions, and the overall critical work needed to ensure each student reaches or exceeds grade level benchmarks and standards in reading and comprehension.

POTTSVILLE SCHOOL DISTRICT PARENT AND FAMILY ENGAGEMENT:

To promote an increase in student literacy skills, a strong partnership with parents/families is crucial. Every five weeks, progress reports are given to parents/families to keep them informed of their child's performance. Parents/families are also provided data about their child through fall and spring parent/family/teacher conferences, emails, phone calls, etc. Interpreters are provided for parents/families who may need them. Monthly school newsletters, parent/family supportive literacy workshops, and books/tapes/manipulatives found in the parent/family centers in each building provide additional information on the ways parents/families may support their child to reach grade level achievement.

POTTSVILLE SCHOOL DISTRICT-LITERACY PROFESSIONAL DEVELOPMENT:

Each year, the District sets aside 10 days of professional development. During this time, our staff meets vertically and horizontally to determine weak areas from one grade level to the next and from one content area to the next. Academic vocabulary and weak areas in literacy are discussed and action plans developed to implement in the classrooms. Action plans are discussed each month in SLIP (School-level Improvement Plans) meetings and Assessment Wall meetings for adjustments and continuous review. Literacy teams in each building along with district curriculum leaders collaborate with colleagues to assist in aligning standards with instruction, assessments, and materials, to engage all teachers in reflection and participation around evidence-based practices in literacy such as Marzano's Art and Science of Reading guide. Our Arkansas Department of Education/Division of Secondary and Elementary schools has also implemented a state-wide research-based reading focus to assist schools with the growing problem in student reading and comprehension-Science of Reading. Our K-2 faculty have attended LETRS training (Arch Ford Co-op), our 3-6 and SPED teachers have attended RISE training (Arch Ford Co-op), and the remaining faculty have watched videos/modules on Arkansas Ideas to gain background knowledge in morphology, syntax, and strategies, etc..., to assist students in the classroom. The Science of Reading is an on-going training that will be provided each school year as needed.

POTTSVILLE ELEMENTARY:

Teaching students how to read at this early age sets the foundation for all content areas. We address all five components of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency in our reading instructional plan. It is essential students master these areas in order to become grade-level readers.

Assessing Literacy Proficiency: DRA, NWEA, PAST, Quick Phonics Screener, DIBELS, DSA, CTOPP, DSA, ACT Aspire, and Woodcock Johnson.

Curriculum and Instructional Resources: Phonemic Awareness: Heggerty Phonics: Teacher-created, Phonetic Connections and Phonics First Curriculum

Comprehension and Vocabulary: Journeys, Balanced Literacy, Trade books, Novel Studies, and Quick Reads

Fluency: Fluency Checks

Interventions: Reading Recovery, Small Group instruction based on need, SPIRE, and IXL

POTTSVILLE MIDDLE GRADES and POTTSVILLE JUNIOR HIGH:

Based upon the science of reading; decoding and language comprehension equals reading comprehension. At this level, morphology and multisyllabic words are stressed in the curriculum. Comprehension and instructional strategies for promoting reading comprehension are consistently taught and monitored throughout 4-9. More specifically, strategies for mastering vocabulary, promoting verbal reasoning, and understanding syntax are emphasized through the process of using complex texts in respect to a student's grade level. All students are assessed to ensure mastery and interventions are implemented if necessary to decrease gaps in decoding and comprehension.

POTTSVILLE MIDDLE GRADES

Assessing Literacy Proficiency: During Middle Grades Language 4-6, we focus on Reading for Understanding, Vocabulary, Traits of Writing, the Writing Process, Parts of Speech, Sentence Structure, Grammar, Mechanics, and the basic 5-Paragraph Essay for a strong foundation in writing. There are many types of pieces that we practice such as the Friendly Letter, Creative, Persuasive, Opinion, Expository/Informative, and the Argumentative Essay.

The writing assessments are done through computer-based programs such as IXL, Vocabulary.com, Quizlet, Quizizz, and others. Teacher-made assessments such as Dictation, paragraphs, and essays provide us with interim, daily, formative, and summative assessment information for their grades. Reading assessments are done through STAR, interim assessments, novel studies, IXL, Quizlet, Quizizz, Unit study-paper/pencil, ACT Aspire, AR and teacher-made assessments.

Middle Grades Curriculum and Instructional Resources (including interventions): There is a fair balance of "Old School and New School" with the use of the 2005 edition Macmillan/McGraw-Hill Language Arts textbook and the 2013 Empowering Writers curriculum. We reinforce grammar and handwriting practice with these books along with teacher-made practical lessons, Dictation, and cursive handwriting. Old School, or pencil and paper lessons, serve as a refresher from screen time on all of the new programs that we also love!

Vocabulary.com is an advanced program that even struggling learners seem to enjoy because of the competitive aspect and the vocab.jam. They are learning higher-ordered words while having fun.

Our computer curriculum includes IXL and Vocabulary.com which have both proven to be exciting competitive learning tools! The kids absolutely love being in 1st place against other schools in the nation...and even our own other buildings within the PSD.

IXL has a phenomenal Analytics and Diagnostics arena which provides the teachers, students, and parents valuable information. It analyzes each student to fit their individual needs for the curriculum in vocabulary, grammar, mechanics, reading strategies, and writing strategies.

Other resources include: ACT Aspire, Brainpop, A to Z reading passages, novels, Kahoot it, Edpuzzle, various YouTube videos, Teachers Pay Teachers, Flocabulary, and Tales 2 Go/Play-Aways.

For interventions, IXL analyzes trouble spots so the students don't waste their time on lessons they already comprehend. We have RTI where students' needs are met during small group or individual instruction, classroom modifications for IEPs and 504s, and instructional aides for each grade level to pull students for one-on-one testing.

Other types of interventions include: AR diagnostic testing, ESL, SPED, cooperative groups, audio with resources, GT, counseling, and conferences.

POTTSVILLE JUNIOR HIGH

Literacy Proficiency: Focus on Reading Comprehension/Main Idea, Vocabulary, the Writing Process, Grammar, Mechanics, and the 5-Paragraph Essay for the genres of Writing using Empowering Writers curriculum.

The Reading and Writing assessments are done through programs such as STAR, interim assessments, novel studies, Unit Study/Paper/Pencil, ACT Aspire, AR, teacher-made assessments/rubrics, IXL, Vocabulary.com, Quizlet, Quizizz, Google Forms, Newsela, CommonLit, TedED, and Readworks.

Pottsville Junior High School Curriculum and Instructional Resources: Glencoe Textbooks, Empowering Writers Curriculum, IXL, Vocabulary.com, ACT Aspire, Brainpop, novels, Kahoot.it, various YouTube videos, Teachers Pay Teachers, FlocabularyTales2Go, iPod audiobooks.

Other types of interventions include: AR diagnostic testing, ESL, Special Education, cooperative groups, audio with resources, GT, Lifeline, counseling, student/teacher/parent conferences, running records/ongoing data collection.

POTTSVILLE HIGH SCHOOL:

The main focus in 10-12 grade levels is to strengthen reading comprehension and literacy skills in general across the curriculum. Literacy development and any gaps in reading are monitored regularly through scheduled reading and interim assessments in core subject areas. Struggling readers receive appropriate interventions in areas of need: phonological awareness, decoding, fluency, and/or comprehension.

High School-Assessing Literacy Proficiency: IXL and AP Classroom (My AP) are examples of assessments used.

High School Curriculum and Instructional Resources (including interventions): Google Classroom is a tool used for making instructions available at all times. In addition, IXL is also employed as an intervention strategy. The Norton Introduction to Literature 13th high school edition and Literature and Composition by Jago, Shea, Scanlon, and Aufses are examples of texts used. Other strategies include: Socratic Seminar/Inner-Outer Circle.

1. 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, Pottsville School District will support interventions at each school in all identified weak areas in literacy, math, and science including the following common weaknesses for all students and targeted subpopulations.

Data Analysis	Root Causes/Contributing Factors
2019 ACT 84% English; 58% Reading; 60% Science; and 68% Math. 2019 ELPA21: K-12: 1 emerging; 49 progressing; 13 proficient. 2019 CWT –Higher level thinking-evaluation and synthesis levels 2018 ACT Aspire Results: District ACT Readiness Levels/Subject Proficiency Levels are as follows: District (English 86%, Math 68%, Science 59%, Reading 57%); 2018 ELPA21 Results: K-3 (2 Emerging, 17 Progressing, 10 Proficient); 4-6 (0 Emerging, 10 Progressing, 5 Proficient); 7-9 (2 Emerging, 13 Progressing, 1 Proficient); 10-12 (1 Emerging, 6 Progressing, 1 Proficient). 2018 CWT results indicate: Need to incorporate more student-led instruction and cooperative group learning; include more generating and testing hypothesis examples; and include more analysis and evaluation levels of questioning.	See below.
Professional development to increase faculty knowledge on instructional strategies; more vertical and horizontal teaming to align K-12 curriculum and eliminate gaps in curriculum.	Time-PD surveys indicate that faculty would like more time to meet and address curriculum concerns.
Vocabulary-context clues, syllabication for spelling, POV, and main idea; reading: vocabulary, inferring, analyzing text and functional text; Writing: content and style, grammar-editing skills, sentence patterns, multiple-choice for writing, open response.	Contributing factors include lack of etymology skills and content vocabulary across the curriculum; lack of DOK training, and lack of a consistent writing program K-12. More face-to-face instruction/less virtual.
Vocabulary, real-world applications, fractions, measurement, multistep problems, geometry, algebra, and triangles.	Contributing factors include lack of etymology skills and content vocabulary across the curriculum; lack of DOK training, and lack of a consistent writing program K-12. More face-to-face instruction/less virtual.
Vocabulary, multi-step problems, scientific investigations, inferences, and evaluation of models.	Contributing factors include: lack of consistent terminology, and lack of instructional alignment. Need more alignment with Next Generation Science Standards. More face-to-face instruction/less virtual.

1. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT Timeline: August 2021-May 2022

Goals:		1. To raise student achievement and growth for all students including targeted subpopulations. 2. Teachers and Administrators will focus upon instructional strategies and curriculum alignment to improve weak areas.	
District Support/Action Steps for All Students		Evidence-based Action Steps: Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.	
Possible Funding Source		Person's Responsible/Position/Role	
Method for Monitoring/Evaluating			
<p>1. To improve instruction for all students and to help narrow achievement gaps for all subgroups and populations, the Superintendent, Federal Coordinator, K-12 Principals, and K-12 Staff will participate and implement instructional strategies used in research-based professional development to develop an integrated curriculum to reach out to students of various learning styles. Registration fees, lodging, travel, meals, and salaries/benefits (substitutes-subteach) will be provided. Software such as Vocabulary.com and IXL will be purchased to enhance student learning and assist with interventions.</p> <p>2. Under the direction of Principals, Curriculum Coordinator and Federal Programs Coordinator, K-12 Vertical Teams and Horizontal Teams will set goals, analyze data, discuss curriculum/maps, discuss assessments, review assessment walls, complete reflections forms, and incorporate strategies into lessons to re-teach skills if needed. Materials and supplies will be purchased if needed. Release days- salaries/benefits (substitutes-subteach) will also be provided.</p> <p>3. In order to guide instruction and improve student achievement in math, literacy and science, the Curriculum Coordinator will collaborate with other highly qualified teachers and paraprofessionals to organize instructional materials, assist with DOK training, collect student data, and monitor individual student progress. Purchased Services (registration fees, subteach) will be provided and materials and supplies will be purchased as needed.</p> <p>4. To improve instruction and enhance student learning, K-12 staff members will teach High Yield Instructional Strategies.</p> <p>5. To increase student writing skills in literacy (content, style, grammar usage), Empowering Writers training will be provided as needed and implemented across literacy classrooms. Presenter fees and materials and supplies will be purchased as needed.</p> <p>6. To increase student reading level skills K-12, faculty will participate in Scientific Reading professional development and implement strategies into content curriculum. Materials and supplies will be purchased as needed. Purchased services (registration fees, substitutes (subteach) will be provided as needed as well. 7-12 Faculty, K-12 Coaches, K-12 GT Faculty, K-12 Band/Choir Faculty, 4-12 Media Specialists, and 4-12 Counselors will complete Modules on Arkansas Ideas; 3-6 Faculty will complete RISE training; and K-2 will complete LETRS training... See Literacy Plan tab for more detailed information.</p>	<p>Professional Development</p> <p>Title II A ELL ALE</p>	<p>Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator, Building Principals</p> <p>Consultants: Arch Ford Co-op</p>	<p>ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores</p>
	<p>Professional Development</p> <p>Title II A ESSA ELL ALE Title I (K-6)</p>	<p>Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator, Building Principals</p>	<p>ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores</p>
	<p>ESSA Title I (K-6) ALE ELL</p>	<p>Melissa Cox, Curriculum Coordinator, Tara Thompson, Federal Programs Coordinator</p>	<p>ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores</p>
		<p>Building Principals</p>	<p>CWT results</p>
	<p>Professional Development</p> <p>ESSA Title II A</p>	<p>Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator</p>	<p>ACT ACT Aspire CWT results ELPA results Interim Assessments</p>
	<p>Professional Development</p> <p>ESSA Title II A</p>	<p>Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator Certified Staff Consultants: Jennifer McMahon/ Arch Ford Co-op</p>	<p>Accelerated Reader Reports ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores</p>
<p>Priority One-Support Academic Achievement Goals will be implemented across all groups (targeted subgroups and populations only)</p>			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	

<p>1. In addition to classroom instruction support, one ELL paraprofessional and one ELL certified teacher will provide ELL students with language instruction. Appropriate materials/supplies will be purchased. Chromebooks and Ipads will be purchased and computers/projectors will be used and incorporated in instruction for ELL students to boost their language acquisition with interactive activities as needed. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications. Rosetta Stone licenses will be purchased. The ELL instructors will attend workshops specifically designed to improve the teaching/learning of ELL students as needed. Students will be evaluated with ELP A 21 to monitor progress. To ensure understanding and increase parental involvement, translators will be provided when necessary. Rosetta Stone licenses (5) and A to Z Learning for Reading will also be purchased to increase language acquisition. ELL and ESA funds.</p>	<p>1. A dyslexia interventionist will test and provide instruction for students exhibiting indicators of dyslexia-Barton and Phonics First. Materials and supplies will be purchased as needed. 2. Faculty will receive Phonics First training as needed to incorporate hands-on activities into lessons and increase student achievement. 3. To increase the academic achievement of our students at the Middle Grades level, highly qualified Special Ed teachers will team-teach in classrooms. 4. Provide students with hands-on technology to assist them with their reading comprehension and vocabulary.</p>
<p>1. Backpack kits.</p>	<p>1. Pottsville School District will provide an ALE program to eliminate traditional barriers to student learning. At-risk students who meet the criteria and/or characteristics of: ongoing, persistent lack of readiness/achieving levels in literacy, math and science; abuse-physical, mental, or sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting; personal or family problem situations; recurring absenteeism; dropping out of school; disruptive behavior or any other situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either at Pottsville or Crossroads-Atkins.—ALE funding for consortium fee. 2. Instruction will be provided by a highly qualified / certified teacher and supplemented with Odysseyware software. 3. Materials and supplies will be purchased as needed-ALE funding.</p>

II. COMPREHENSIVE NEEDS ASSESSMENT FOR FAMILY AND COMMUNITY ENGAGEMENT

Based on a Comprehensive Needs Assessment that reflects an in-depth analysis of the most current years of demographic factors, perceptual data, and school programs and processes, Pottsville School District will support interventions at each school in the area of communication on school programs and operations that promote effective parent/family engagement.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2020 Parent/Family Surveys indicate that parents and families would like teachers to promptly respond to requests.	Faculty may not have prep period until end of day to consult a parent/family member. Virtual Learning-more time consuming (4-12).
II. PRIORITY TWO: SUPPORT COMMUNITY AND FAMILY ENGAGEMENT Timeline: August 2021-May 2022		
Goals:	1. With district support, building administrators and staff, will communicate effectively with parents regarding school programs and operations resulting in improvement in academic achievement.	
Evidence-based Action Steps: Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.		
District Support/Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role
1. In an effort to inform parents and community members of school activities, a district web page will include school links and other pertinent information.		Jennifer Curry, Technology Director
2. Professional Development, with the focus on parental and family engagement and the importance of effective communication and avoiding barriers and the value and utility of the contributions of parents/families, will be scheduled (on the state required PD rotation or as needed).	PD-presenter fees, registration fees, lodging, travel, meals	Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator;
3. The Pottsville School District will support K-12 school activities/trainings provided throughout the school year that communicate to parents in practical language ways to be involved in their child's education and information related to school programs. In addition, K-12 schools will work with parents throughout the school year to educate them on understanding content and how to monitor their student's academic growth and provide materials/training to work with their children. Materials and supplies will be purchased as needed.	Title I-materials and supplies ESA-materials and supplies	Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator
4. Parents will have opportunities to contribute to the development of SLIP and assist with the monitoring and adjustments of the SLIP throughout the school year through parent meetings, surveys, emails, and attending PTO.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator;
		Parent/Family Surveys Agenda, Sign-in Sheets

5. Building administrators and certified staff grades K-12 will complete actions and utilize resources outlined in the building school improvement plans for effective communication with parents including a focus on prompt communication response. According to February 2020 surveys, parents/families indicated that they would like more timely feedback from teachers. Resources include: Parent Contact Logs, Updated Webpages, School Messenger, eSchool, Test and Project Calendars, Remind, Newsletters, Parent Centers, Parent Meetings, App for website, LED Message Signs, etc.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Building Administrators, K-12 Teachers	Parent/Family Surveys
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
1. Parents/families will receive information/forms in other languages as needed. 2. Two ELL Instructors will assist with communicating information to non-English-speaking parents/families - ideas and strategies to promote student achievement and growth.		1. K-12 Special Ed faculty will assist General Ed faculty with ideas and strategies to assist parents/families in promoting student success in all classes. 2. A District Special Ed Supervisor, Kelli Rainey-Arch Ford, will assist with parent communication and provide ideas and strategies to promote student achievement as well	
Homeless/Foster/Migrant		At Risk	

III. COMPREHENSIVE NEEDS ASSESSMENT FOR SCHOOL SAFETY AND CHARACTER EDUCATION

Based on a Comprehensive Needs Assessment that reflects analysis and review of the most current years of discipline referrals, attendance reports and perceptual data, the Polkville School District will support the buildings in their individual plans to provide a safe environment.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection-School Safety	2019: Surveys indicate that 95% of students and families feel safe at school. 2018 Surveys indicate that 97% of students and families feel safe at school	Some parental comments indicated that they worry about some outside doors not being locked.
Data Collection-Character Education	2019 Discipline: Insubordination 2019 Absentee: February is the month most students miss-boys miss the most overall. 2019 APNA: alcohol, alcohol pops, vaping 2018 Discipline Reports indicate that disorderly conduct in MG and Elem is the top concern while cell phone usage and insubordination are the top concerns overall at HS and JH. 2018 Absentee Reports indicate that males miss more days of school overall and that January is the month with most absences. 2018 APNA Results indicate alcohol /alcopops, cigarette smoking, marijuana usage are top concerns.	·Faculty may need more PD in classroom management and/or need to incorporate more character lessons into CAPs. ·HS-Many parents/guardians leave their home prior to student driving or going to school. ·Peer pressure, instant gratification may be influencing APNA results.
III. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION Timeline: August 2021-May 2022		
Goal/s:	1.With district support, building administrators and staff will foster a safe and drug-free learning environment that supports academic achievement.	
Evidence-based Action Steps:Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.		
District Support/Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role
1. To promote a safe and drug-free school environment, three full-time resource officers will serve the schools in the district and monitor hallways and classrooms. Classroom lessons supporting individual school's character and drug free programs will also be provided.	District-salaries/benefits Title VI-salaries/benefits	Larry Dugger, Superintendent; Blake Herren, Resource Officer; Tim Overturn, Resource Officer; Travis Garza, Resource Officer;
		APNA Results Discipline Reports Attendance Reports Parent/Family Surveys

2. To enhance and promote school safety and character education, resources officers, counselors as well as faculty will attend professional development sessions throughout the school year to monitor and address character development including promoting good attendance, managing student behavior as needed, bullying, harassment and safety and drug free schools. Materials and supplies will be purchased as needed.	ESA-materials and supplies PD-registration fees, lodging, meals, travel, substitutes (subteach)	Larry Dugger, Superintendent; Building Counselors; Blake Herren, Resource Officer; Tim Overturf, Resource Officer; Travis Garza, Resource Officer	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys
3. Student/Parent/Family meetings and surveys conducted throughout the year will also be used to monitor and adjust school needs regarding character development, safety and a drug free atmosphere.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator	Parent/Family Surveys Discipline Reports
4. K-12 building administrators and staff will support a safe school environment through motivational programs and activities such as: Project Wisdom, consistent administration of the discipline referral process, character-centered teaching, guiding principles, reinforcement of positive behaviors, Red Ribbon fairs, etc.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Building Principals; K-12 Faculty Guest Speaker: Bullying-Morgan Nick Foundation in August 2021	Parent/Family Surveys Discipline Reports APNA results
5. Building security will also be enhanced through the purchase of keyless entries; cameras at entrance; and film resistance on glass doors. Stricter rules regarding locked doors-after 8:00 AM parents/community/students will have to request entrance.	District Funds	Larry Dugger, Superintendent; Blake Herren-Resource Officer; Tim Overturf-Resource Officer; Travis Garza-Resource Officer	Parent/Family Surveys Discipline Reports APNA results

*Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?
Targeted Subgroups/Populations for 2020-2021:*

Black/African American	Hispanic/Latino
White	Economically Disadvantaged

English Language Learners	Students with Disabilities
<p>1. Parents/families will receive information/forms in other languages as needed.</p> <p>2. Two ELL Instructors will assist in communicating information to non-English-speaking parents/families - ideas and strategies to promote student achievement and growth.</p>	
Homeless/Foster/Migrant	At-Risk
	<p>1. Pottsville School District will provide an ALE program to eliminate traditional barriers to student learning. At-risk students who meet the criteria and/or characteristics of: ongoing, persistent lack of readiness/achieving levels in literacy, math and science; abuse-physical, mental, or sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting; personal or family problem situations; recurring absenteeism; dropping out of school; disruptive behavior or any other situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either at Pottsville or Crossroads-Atkins.—ALE funding for consortium fee.</p> <p>2. Instruction will be provided by a highly qualified / certified teacher and supplemented with Odysseyware software.</p> <p>3. Materials and supplies will be purchased as needed-ALE funding.</p>

IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS

Administrative Support for Health and Wellness- Each school year, the wellness committees will meet and analyze data. From those findings, recommendations will be made to the District on ways to improve wellness.

Category	Data Analysis	Root Causes/Contributing Factors	
Data Collection:	<p>·2019 SHI results indicate a focus for increasing community involvement (Module 11) and more teacher training/instruction on health and wellness.</p> <p>·Most recent BMI results: 359 males and 299 females participated in the assessment. Results: males-healthy/underweight 58.9% and females-healthy/underweight 67.8%, males-overweight/obese 41.1% and females-32.2%.</p>	<p>·Need to advertise and promote more community involvement programs/activities: flu clinic, community garden, guest speakers, etc.</p> <p>·Students playing more video games and sitting: eating more fast food.</p>	
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS Timeline: August 2021-May 2022			
Goals:	1. The district will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and achievement.		
Evidence-based Action Steps/Describe the evidence-based/effective practice action steps to be taken to achieve the goals/			
District Support/Action Steps for All Students	Possible Funding Source	Person's Responsible/Position/Role	Method for Monitoring/Evaluating
1. The Pottsville School District will: (1) provide support to schools to ensure successful implementation of wellness policies; (2) provide resources and professional development to district and school staff to improve the overall school environment; and (3) will promote the health lessons/classes as well as the physical activity curriculum. Materials and supplies will be purchased as needed.	PD-registration fees, travel, meals, substitutes- benefits/salaries through subteach ESA-materials and supplies	Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food Director; Keri McAlister- Physical Education Teacher; Community Leaders; Outside Consultants-Arch Ford and ADE; Building Principals; Motivational Guest Speaker in August 2021: Gerry Brooks.	Student Health Index/BMI results Parent/Family Surveys
2. The Wellness Committee will frequently monitor and adjust goals as needed throughout the year and will evaluate the effectiveness of interventions by reviewing data results throughout the school year related to wellness.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food Director; Keri McAlister- Physical Education Teacher; Community Leaders; Outside Consultants-Arch Ford and ADE; Building Principals	Student Health Index/BMI results Parent/Family Surveys APNA
3. The District will support K-12 second chance breakfasts for students arriving late at school and missing initial breakfast.	District	Larry Dugger, Superintendent; Building Principals	Student Health Index/BMI results Parent/Family Surveys
4. Pottsville School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment.		Larry Dugger, Superintendent	Parent/Family Surveys
5. The second chance breakfast program will continue to assist students with proper nutrition.		Building Principals	Student Health Index/BMI results Parent/Family Surveys
Support for students with special needs will be implemented on the grounds (targeted supports and interventions only)			
Targeted Student Support Populations for 2021-2022			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged or Welfare	
English language learners			
Students with Disabilities			
1. The district will support after-school backpacks containing nutritious snacks and bottled water for students. 2. Materials and supplies will be purchased as needed.			

<p>1. Parents/families will receive information/forms in other languages as needed.</p> <p>2. Two ELL Instructors will assist in communicating information to non-English-speaking parents/families - ideas and strategies to promote nutrition.</p>	
<p>Homeless/Hipvan</p>	<p>Ask</p>
<p>1. The district will support after-school backpacks containing nutritious snacks and bottled water for students.</p> <p>2. Materials and supplies will be purchased as needed for students.</p>	