



Pottsville High School Improvement Plan

2019-
2020

Mission Statement

The mission of Pottsville High School is to provide a safe, positive atmosphere in which students are given the opportunity to receive a quality education and are encouraged to reach their potential as individuals and life-long learners in a global society. We believe this mission must be reached by providing a coordinated curriculum and by incorporating the community and its resources, including the parents, as vital team members.

Approvals

This School Improvement Plan was prepared by Pottsville High 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.

Approved: _____

{Title}

Superintendent

Date: 3-26-19

Approved: _____

{Title}

Board President

Date: 3-26-19

Approved: _____

{Title}

Board Secretary

Date: 3-26-19

Approved: _____

{Title}

District ACSIP Chair/Process Manager

Date: 3-26-19

Approved: _____

{Title}

Principal

Date: 3-26-19



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I. 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.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2018-2019: NEW ACT Aspire: English 72.6%; Math 42.5%; Science 49.6%; Reading 52.2%. 2017-2018 ACT ASPIRE RESULTS: English 82%; Reading 51%; Science 50%; Math-40%. 2016-2017: ACT ASPIRE RESULTS: English 77%, Reading 49%, Writing 57%, Science 53%, and Math 30%. 2015-2016: ASPIRE 10th Grade Subject Proficiency Performance 2015-2016: Overall-66% Writing, 65% English, 46% Reading, 40% Science, 25% Math; By Gender: Female-83% Writing, 74% English, 56% Reading, 46% Science, 24% Math/Male-45% Writing, 54% English, 34% Reading, 32% Science, 25% Math; By Ethnicity (4 students or less no score shown): Hispanic-50% Writing, 60% English, 40% Reading, 10% Science, 10% Math; White-66% Writing, 66% English, 47% Reading, 42% Science, 25% Math. Average ACT Scores 2016: 21.9 English, 20.2 Math, 22.4 Reading, 21.5 Science, 21.7 Composite. 2018-2019 ESSA: - Tentative ESSA Scores and subgroup with lowest score: Overall-73.17-ELL; Weighted Achievement-61.47-ELL; Growth Score-82.22; and SQSS- 57.05-ELL and SWD; Reading at Grade Level (ELL and SWD); Growth in Science-SWD; Science Achievement-SWD. - ELPA21 2018-2019:	See below.



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	• ELPA 21 Scores: 1 Emerging, 6 Progressing, 1 Proficient. • 2019 CWT: • 2018 CWT Results: Need to provide more opportunities for student-led instruction/presentations; incorporate more generating/testing hypothesis within lessons; and use more analysis and evaluation levels of questioning.	
Literacy:	• Weak trends and/or patterns are evident in the following areas: 10th grade-reading and writing ACT Aspire-multiple-choice, reading comprehension, constructed response; 11th grade- grammar (a lack of ability to articulate the WHY for our language rules); 12th grade-reading comprehension, punctuation, spelling, organization and support of an argumentative essay, and general study skills. Memorization of classic lines from Shakespeare seemed to be a problem	• Contributing factors include: inconsistency on how to score open-response items across the curriculum, lack of etymology skills and content vocabulary, lack of grammar retention, lack of parent involvement, lack of manipulative/hands-on activities in the classroom, inconsistent use of high yield strategies across the curriculum, lack of total instructional alignment, and lack of small group instruction.
Math:	• Weak trends and/or patterns continue to be evident in the following areas: algebra, functions, statistics and probability, graphing functions and interpreting, solving quadratic equations using different methods, understanding and using rational exponents, rewriting expressions using radicals and rational exponents, knowing formulas for volumes of cones, cylinders, and spheres and using them to solve real-world problems, and using coordinates to find perimeters of polygons and areas of different shapes (applying the distance formula), preparing for	• Contributing factors include: lack of content vocabulary, lack of real-world applications and student interest (relevancy), lack of hands-on activities in the classroom (including technology), lack of total instructional alignment, lack of specific math activities for each content area across the curriculum, and lack of instructional time/curriculum pacing.



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Science:	Weak trends and/or patterns are: data analysis, open-response, reasoning, and process-based questioning.	Lack of consistent terminology, and lack of instructional alignment; Need more alignment with Next Generation Science Standards.
Instruction:	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.
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-LITERACY		
Goals: 1. To improve all students' writing skills, reading comprehension skills and vocabulary in all content areas. Timeline: August 2019-May 2020		
Evidence-based Action Steps for All Students	Possible Funding Source	Person's Responsible/Position/Role
1. Comprehension and instructional strategies will focus on reading current events activities during enrichment; analyze text by creating a list of text used as you teach and lexiling each section. Empowering Writers curriculum will be taught and implemented in English classrooms.	District Support-Empowering Writers PD training will be held in summer 2017. PD-Registration fees; ESA-Materials and Supplies	English Teachers/All Teachers-current events ACT and ACT Aspire Results Interim/Formative Assessment Results
2. Students will be tested by a computer-based STAR reading test to measure reading comprehension. From this, students will be given an AR goal, encouragement and time to meet his or her goal.	District Support: Purchase of Renaissance/AR Program, Classroom Libraries and Library Books ESA-Materials and Supplies District-Renaissance Program	Amy Whorton, Media Specialist; All English Teachers STAR test results and growth reports
3. To improve reading comprehension, decoding skills, and fluency, electronic reading devices, audio books will be available for struggling readers to have access to grade level books, overdrive, playaways and bookshare.	District Support: Purchase of devices as needed. ESA-Materials and Supplies	Amy Whorton, Media Specialist; All Teachers STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results



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4. To improve reading comprehension, decoding skills, and fluency, Science of Reading Training will be incorporated in all classrooms. 10-12 Faculty will attend Module Training through Arkansas Ideas. High School SPED faculty will attend RISE Training through Arch Ford Co-op.	District Support: Purchase of materials and supplies as needed. ESA-Materials and Supplies	All Certified Staff	ACT and ACT Aspire Results Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners 1. English Language Learners who are identified as not proficient or meeting readiness levels will be provided with a plan designed to promote growth in English proficiency and core content subject areas. Students are provided with ESL instruction during part of the school day. Students will be "pulled-out" of the regular classroom setting for a time period each week for ESL instruction or the ESL teacher will attend part of their regular classroom time with them depending on the need of each individual student. The students continue to participate in instruction in all subject areas while served by the ESL program in order to develop the necessary English skills to perform adequately in the regular academic program. (Jonathan Bradley, Vanessa Heffington, Adrianna Brixey, Melissa Cox). Provide an ESL aide, purchase Rosetta Stone licenses, purchase materials and supplies as needed. Program Evaluation: ELPA21 Test, Interim/Formative Assessment Results; ACT and ACT Aspire Results 2. Provide ELL students with hands-on technology to assist them with their reading comprehension. 3. Use 1:1 initiative to focus on individual reading and vocabulary.			
Homeless/Foster/Migrant		At-risk Students	



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-MATH				
Goals:	1. Develop lesson plans or projects to increase all students' mathematical reasoning achievement as it relates to each subject and applies to real-life situations. Timeline: August 2019-May 2020.	Possible Funding Source	Person's Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students				
1. Math teachers will attend PD and participate and implement instructional strategies as needed.	<u>District Support:</u> PD, ESA, ELL -Purchase materials and supplies as needed; purchase substitutes-SUBTEACH.	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Melissa Cox, Curriculum Coordinator; Math Teachers; Tara Thompson, Federal Programs Coordinator; Arch Ford Consultants	ACT and ACT Aspire Results Interim/Formative Assessment Results	
2. The following instructional practices will also be implemented: More real-world applications will be incorporated into lessons, assignments, and projects; double blocking geometry; consistent mapping; re-testing; more direct integration; scheduling of curriculum; implementation of effective open response strategies; provide more examples and practice with triangles and open-response; more student-led examples/instruction.	<u>District Support:</u> ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results	
3. Create common math tasks that can be used at each grade level to help student relate learning math to real life and expose all students to the same rigor.	<u>District Support:</u> ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results	
4. Provide more hands-on examples of three-dimensional volume and surface area, practice plotting points and video tutorials.	<u>District Support:</u> ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results	



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Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.	
Black/African American	Hispanic/Latino
White	Economically Disadvantaged
English Language Learners	Students with Disabilities
1. Focus on Vocabulary.	1. Focus on Vocabulary.
Homeless/Foster/Migrant	At-risk



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE			
Goals:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2019-May 2020		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Science teachers will attend AIMS and other PD training as needed to address Next Generation Science Standards, etc.	District Support: PD, ESA, ELL Registration fees, Sub Teach, Meals, Travel, Lodging if needed.	Science Teachers; Jonathan Bradley, Principal; Greg Coffman, Asst. Principal	ACT and ACT Aspire Results Formative/Interim Assessments
2. Science teachers will provide more modeling in the classroom, provide more examples, and less lecture.		Science Teachers	ACT and ACT Aspire Results
3. Science teachers will continue utilizing the wheel period and class time to review topics in areas of weakness.		Science Teachers	Formative/Interim Assessments ACT and ACT Aspire Results
4. Incorporate ACT test prep materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons.	District Support: ESA, ELL Purchase Materials and Supplies as needed.	Science Teachers	Formative/Interim Assessments ACT and ACT Aspire Results Formative/Interim Assessments
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
1. Incorporate more hands-on technology into the curriculum. 2. Emphasize content vocabulary-word walls, etc.		1. Incorporate more hands-on technology into the curriculum. 2. Emphasize content vocabulary-word walls, etc.	
Homeless/Foster/Migrant		At-risk	



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT- FOCUS ON INSTRUCTION			
Goals:	1. In order to improve student achievement and proficiency/readiness levels on classroom, interim and state-mandated assessments, instruct all students in research-based high yield instructional strategies. Timeline: August 2019 May 2020	Method for Monitoring/Evaluating	
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	
1. Teachers will meet in vertical/horizontal meetings to evaluate test data, common assessments, and interim assessments to adjust curriculum accordingly.	<u>District Support</u> PD-Release days will be provided to teachers to discuss interim assessments/assessment wall data. ESA, ELL-Materials and supplies will be purchased as needed.	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; All Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator	Interim/Formative Assessment Results ACT and ACT Aspire Results CWT
2. Develop Academic/Student Success Plans (ASAP) for students who are not achieving at grade level based upon state-mandated assessments.	<u>District Support</u> ESA, ELL Materials and Supplies will be purchased as needed.	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; All Teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results Interim/Formative Assessment Results
3. Grades 10-12 students who need additional help will participate in a remediation program under the supervision of an intervention teacher. Lessons will incorporate weak areas and enrichment exercises.		Remediation Staff/Wheel Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results
4. Technology will be incorporated into instruction to increase student academic achievement.	<u>District Support</u> ESA, ELL- SmartBoards, iPads, Chromebooks, etc..., will be purchased as needed.	All Teachers; Jennifer Curry, Technology Director	ACT and ACT Aspire Results ASAP Guidelines Interim/Formative Assessment Results ACT and ACT Aspire Results CWT



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5. Faculty will attend/and or be provided professional development training as needed based upon student weaknesses, instructional strategies, reading strategies, technology strategies, student and teacher growth, and any required trainings.	<u>District Support:</u> PD-Registration Fees, Release Days, Arch Ford Consortium Fee, Substitutes/Subteach, Lodging, Meals, Travel, PD, ESA, ELL-Materials and Supplies if needed.	All Teachers: Jennifer Curry, Technology Director; Tara Thompson, Federal Programs Coordinator; Melissa Cox, Curriculum Coordinator; Arch Ford	Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT
6. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, vocabulary.com, etc.). Faculty will also share ideas for instruction among core subjects.	<u>District Support:</u> ESA-purchase software – Vocabulary.com.	All Teachers	Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT STAR Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners 1. More one-on-one tutoring.		Students with Disabilities 1. To increase student performance, a dyslexia interventionist will be trained in dyslexia programs such as Phonics First or Barton to assist students. Shawna Williams.	
Homeless/Foster/Migrant		At-risk	



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II. COMPREHENSIVE NEEDS ASSESSMENT FOR PARENT/FAMILY ENGAGEMENT			
Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from parent surveys, the following results were shown.			
Category	Data Analysis	Root Causes/Contributing Factors	
Data Collection:	2018-2019: Parent/family surveys indicated that parents would like to be better informed through web pages and eSchool regarding their children's education (update). Parent surveys also showed a concern about needing teachers to respond more promptly to their emails. A third concern was that parents expressed they would like a better understanding of school programs and operations. 2017-2018 Parent/family surveys showed prompt communication with parents and parents wanting more input in school decisions are two main areas of focus.	- Faculty may not have prep period until end of day to consult a parent/family member. - Parents/family may have missed open house to receive eSchool information or are new to district.	
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT			
Goals:	1. Collaborate with parents, families and the community to enhance and support student achievement.	Timeline: August 2019-May 2020	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	
1. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE. Parent Barriers will also be reviewed.	District Support: (2018-2019 school year-PD required) Materials, supplies will be purchased as well as presenter fees.	Tara Thompson, Federal Programs Coordinator; Abby Falls, ACSIP Chair; Annette Bewley, Parent/Family Engagement Coordinator;	Agenda, Sign-in Sheets Parent/Family Surveys



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2. To increase parent and family engagement and student achievement, parents and/or guardian will be informed of absences, parent teacher conferences, orientations, banquets, and school activities through School Messenger, HAC, school website, Remind, etc.	District Support: Purchase school messenger and parent materials and supplies (ESA).	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; All Teachers	Parent/Family Surveys
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners 1 Parents/families will receive information/forms in other languages as needed. 2. One ELL instructor will assist with communicating information to non-English-speaking parents/families-ideas and strategies to promote student achievement and growth.		Students with Disabilities 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	



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III. COMPREHENSIVE NEEDS ASSESSMENT FOR SCHOOL SAFETY AND CHARACTER EDUCATION		
Based on a Comprehensive Needs Assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades 10-12, the following results were indicated:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection: Character Education	2019 Discipline: 2019 APNA: 2019 Absenteeism: 2018 Discipline Results: cell phone use in all grade levels was the biggest concern; profanity was 2nd, and insubordination was 3rd. 2017-2018 APNA: alcohol, tobacco, alcopops, and marijuana usage are concerns. Vaping is also a concern. 2018 Absentee Results: More boys in Grades 10 and 11 are absent while more girls are absent in Grade 12. January is the month with most absences.	- Faculty may need more PD in classroom management-talking. - HS-Many parents/guardians leave their home prior to student driving or going to school. - Peer pressure, instant gratification may be influencing APNA and discipline results.
Data Collection: School Safety	2018-2019: 2017-2018 Parent Surveys indicate that 93% feel safe at school.	Growing concern on television for school shootings.



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IV. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION Goals: 1. Develop and Implement school-wide programs that build on student character traits and enhance student academic achievements. Evidence-based Action Steps for All Students				Some parental comments indicated that they worry about some outside doors not being locked.	
Goals:	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating		
1. Implement activities to encourage character education such as Red Ribbon Week, classroom guidance, drug awareness, profanity issues, bullying procedures and teen suicide and prevention for students and teachers.	District Support: Purchase materials and supplies as needed.	Mark Lee, Counselor; Tim Overturn, Resource Officer; Student Council, Shanna Bly, Teacher; Guest Speaker: Greg Adams-Arkansas Children's Hospital	APNA Results, Discipline Reports, Absentee Reports		
2. A resource officer will assist in providing a safe and drug-free school environment as well as enforce school rules/procedures-cell phone usage. Faculty will be trained as needed in the district crisis intervention plan and procedures.	District Support: Provide a resource officer-salary/benefits; Purchase materials and supplies as needed.	Tim Overturn, Resource Officer, Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; All teachers; Guest Speaker for PD: Criminal Justice Institute from Little Rock	Discipline Reports, APNA Results, Absentee Reports		
3. A Career Action Planning (CAP-ASAP) program will be implemented to help students and their parents explore educational and occupational possibilities and to make appropriate career decisions and to increase the graduation rate. Advisory periods will be built into the schedule. Teachers will receive training in CAPS/ASAPS methods, curriculum materials and parent involvement. Upcoming 10th	District Support: PD training as needed, materials and supplies will be purchased as needed.	Mark Lee, Counselors; All Teachers	CAPS/ASAP/Parent/Family Survey		



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graders will meet with their High School CAP/ASAP advisor in the spring to promote an easy transition from Jr. High to HS. •All Students (including upcoming 10th graders) and their parents will attend an annual CAP/ASAP conference with the students CAP/ASAP advisor to review their career portfolio, set career goals, and to determine appropriate course selection. Advisors will contact parents by phone and send out a reminded letter. • Advisors will be sent grade updates on the students in their advisory group by eSchool to better address the individual students' needs.		
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?		
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and At-risk students.		
Black/African American	Hispanic/Latino	
White	Economically Disadvantaged	
English Language Learners		
1. Parents/families will receive information/forms in other languages as needed. 2. An ELL instructor will assist in communicating information to non-English-speaking parents/families-ideas and strategies to promote student achievement and growth.	Students with Disabilities	
Homeless/Foster/Migrant	At-risk	
	1. At-risk students who meet the criteria and/or characteristics of ongoing, persistent lack of attaining proficiency/readiness levels in science, math, or literacy; 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	



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	of school; disruptive behavior or any other situation that negatively a student's academic and social progress may be placed in an Alternative Learning Environment at Pottsville or Crossroads-Atkins. Individual instruction will be used to increase student achievement and promote graduation. Program Evaluations: Interim/Formative Assessment Results; ACT and ACT Aspire Results; ALE –student completion of program District Support: Consortium fee with Crossroads, materials and supplies as needed, ALE Instructor: Odysseyware software program. Responsible: Jonathan Bradley, Mark Lee, Tracy Simpson, Tara Thompson
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IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS		
Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from surveys and reports, the following results were shown: Based on a Comprehensive Needs Assessment-the most recent results shown:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection: BMI/SHI	2019 SHI: Module 9 (Health Promotion); and Module 11 (Community Involvement). 2019 BMI: 10th grade, 19 males and 7 females participated in the BMI Assessment. Males-68.4% Healthy/Underweight and 31.6% Overweight. Females-N/A (not enough participation). 50 males and 40 females participated in the BMI Assessment. Results: Males-Healthy/Underweight-46%; Males-Overweight/Obese-54%; Females-Healthy/Underweight-77.5%; Females-Overweight/Obese-22.5%.	- Lack of exercise at home; more video games being played. - More implementation of physical activity needed through the help of parents, faculty, and the community. - More training needed to promote a healthier lifestyle.



Data Collection:-APNA	2018 SHI Results: Module 8 (Physical Environment), Module 9 (Health Promotion); and Module 11 (Community Involvement). 2019 APNA: alcohol, tobacco, alcopops, and marijuana usage are concerns. Vaping is also a concern. - APNA Results: alcohol, alcohol pops, and tobacco are top concerns.	Peer pressure, instant gratification may be influencing APNA results.
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS		
Goals:	1. Develop and Implement strategies for School Wellness that comply with Federal and State Standards. The plan will provide support for students in making Healthy Lifestyle Choices. Timeline: August 2019-May 2020	
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role
1. Use the information from the School Health Index to address and meet the five federal requirements: Goals for nutrition education, physical activity, and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and community involvement. 2. Teachers will receive training and/or instruction on health/wellness (ACT 1220). Hydration will be focus for 2018-2019.	<u>District Support:</u> Materials and supplies will be purchased as needed.	Abby Falls, ACSIP Chair; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food/Nutrition Director; Jessica Hollis, Nurse
	<u>District Support:</u> Materials and supplies purchased as needed; PD-registration fees, etc...., if needed.	Jonathan Bradley, Principal; Greg Cofman, Asst. Principal; Kathy Cynova, Food/Nutrition Director; Tara Thompson, Federal Programs Coordinator
		SHI Results Parent Survey
		APNA Results SHI Results



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3. Ensure that physical activity promoting muscular strength and endurance, flexibility, cardiorespiratory endurance, rhythms and dance, locomotor and non-locomotor movements, manipulative skills, and body awareness movements using the musculoskeletal system, etc...., is implemented. Place P.E. in rotation wheel for student "fit bits".		Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Chance Johnson, Athletic Director	CWT
4. Increase participation in Community Garden.		All faculty; Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Tina Taylor, Garden Coordinator; Kellie VanEs, Garden Coordinator; Casey Beavers, Agriculture –grants.	SHI Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL, Economically Disadvantaged, and Homeless Students.			
Black/African American			
Hispanic/Latino			
White			
Economically Disadvantaged or Welfare			



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	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. 3. The second chance breakfast program has been implemented.
English Language Learners 1. Parents and families will receive information/forms in other languages as needed. 2. An ELL instructor will assist in communicating information to non-English-speaking parents/families-ideas and strategies to promote nutrition.	Students with Disabilities
Homeless/Migrant 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 for students. 3. The second chance breakfast program has been implemented.	At-risk