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Pottsville High School Improvement Plan

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: Larry Diegen Date: 4-19-18

{Title} Superintendent

Approved: [Signature] Date: 4-19-18

{Title} Board President

Approved: [Signature] Date: 4-19-18

{Title} Board Secretary

Approved: Sara Thompson Date: 4-19-18

{Title} District ACSIP Chair/Process Manager

Approved: [Signature] Date: 4-19-18

{Title} Principal



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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:	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. - 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. ELPA 21 Scores: - Weak trends and/or patterns are evident in the following areas: reading comprehension, apply knowledge of language to understand language functions in different contexts, make effective choices for meaning or style,	See below.
Literacy:		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



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	comprehend more fully when reading or listening, reading fluency, grammar, writing, analyzing literature on their own and supporting ideas with text evidence, correct use of commas with introductory terms and compound parts, draw conclusions, vocabulary, higher level complexity works-speeches/excerpts from novels, open-response items--literary reading passages, multiple-choice items--content reading passages, idiomatic expressions, diction for author's purpose, analysis of style, comprehension skills, distractors, test-taking skills regarding the format of questions, terminology, punctuation, dramatic devices, high level cognitive skills (Bloom's Taxonomy), using literary terms to critique a text or work and drawing inferences, irony and vocabulary for All Students and especially TAGG Students.	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: subset of sample space-distinguishing between unions/intersections/complements of events, using the properties of rational and irrational numbers, properties of circles, theorems/postulates needed to solve problems, graphing lines, plotting points, understanding inequalities, parallel lines and transversals, three-dimensional figures, angles and parallel lines, finding endpoint when given midpoint and one endpoint, vocabulary, distance formula, segments, angle formulas, Geometry-triangles, equations, coordinate geometry and transformations (multiple-choice) and measurement (open-response) including triangles, multistep problems and higher order	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:	thinking, trig functions, circles, Venn diagrams, and terminology and language of math and open response for All Students and especially TAGG Students.	Weak trends and/or patterns are: open response, application of knowledge, science investigation of physical and earth topics, solutions, chemical reactions, tectonic plate and climate/atmosphere based topics, math in general.	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 2018-May 2019		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
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; NSLA-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 NSLA-Materials and Supplies District-Renaissance Program	Amy Whorton	STAR test results and growth reports



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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.	District Support: Purchase of devices as needed. NSLA-Materials and Supplies	Amy Whorton	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2018-2019 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, Charlotte Hoen, 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				
Goal/s:	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 2018-May 2019			
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating	
1. Math teachers will attend PD and participate and implement instructional strategies -MDC training-Arch Ford as needed.	<u>District Support:</u> PD, NSLA, ELL -Purchase materials and supplies as needed; purchase substitutes-SUBTEACH.	Jonathan Bradley, Melissa Cox, Math Teachers, 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> NSLA-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> NSLA-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> NSLA-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 2018-2019 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 2018-May 2019			
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, NSLA, ELL Registration fees, SubTeach, Meals, Travel, Lodging if needed.	Science Teachers, Jonathan Bradley	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: NSLA, 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 2018-2019 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.		1. Incorporate more hands-on technology into the curriculum.		
2. Emphasize content vocabulary-word walls, etc.		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 2018-May 2019			
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating	
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. NSLA, ELL-Materials and supplies will be purchased as needed.	Jonathan Bradley, Principal, All teachers, Melissa Cox, Tara Thompson	Interim/Formative Assessment Results ACT and ACT Aspire Results CWT	
2. Develop Academic/Student Success Plans for students who are not achieving at grade level based upon state-mandated assessments.	<u>District Support:</u> NSLA, ELL Materials and Supplies will be purchased as needed.	Jonathan Bradley, Teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire 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	Interim/Formative Assessment Results ACT and ACT Aspire Results	
4. Grades 10-12 students who do not need remediation will participate in enrichment programs to promote student growth. Lessons will incorporate enrichment exercises.		Enrichment Staff	Interim/Formative Assessment Results ACT and ACT Aspire Results	
5. Technology will be incorporated into instruction to increase student academic achievement.	<u>District Support:</u> NSLA, ELL- SmartBoards, iPads, Chromebooks, etc..., will be purchased as needed.	All teachers, Jennifer Curry	Interim/Formative Assessment Results ACT and ACT Aspire Results CWT	



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6. 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, NSLA, ELL-Materials and Supplies if needed.	All teachers, Jennifer Curry, Tara Thompson, Melissa Cox, Arch Ford	Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT
7. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, vocabulary.com, etc.).	<u>District Support:</u> NSLA-purchase software – Vocabulary.com.	All teachers	Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
1. More one-on-one tutoring.		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:	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 2018-May 2019	
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role Method for Monitoring/Evaluating
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, Guest Speaker: Thomas Pennington-ATU Agenda, Sign-in Sheets Parent/Family Surveys
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 101, etc.	District Support: Purchase school messenger and parent materials and supplies (NSLA).	Jonathan Bradley, Donna Woolfe, Brenda McAnulty, Annette Bewley, Jennifer Curry, 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 2018-2019 based upon data: ELL and Students with Disabilities.		
Black/African American		Hispanic/Latino
White		Economically Disadvantaged



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Students with Disabilities	
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.	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	- Discipline/Absentee Reports: Disruptive talking, chronic avoidance of work, tardies, cell phones, and truancy are top concerns. 2017-2018 APNA: alcohol, tobacco, alcopops are concerns.	- 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 results.
Data Collection: School Safety	2017-2018 Parent Surveys indicate that 93% feel safe at school.	- Growing concern on television for school shootings. - Some parental comments indicated that they worry about some outside doors not being locked.

IV. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION

Goals/s: 1. Develop and implement school-wide programs that build on student character traits and enhance student academic achievements.
Timeline: August 2018-May 2019

Evidence-based Action Steps for All Students	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, bullying procedures and prevention for students and teachers.	District Support: Purchase materials and supplies as needed.	Mark Lee, Tim Overturf	APNA Results, Discipline Reports, Absentee Reports
2. A resource officer will assist in providing a safe and drug-free school environment. Faculty will be trained as needed in the district crisis intervention plan and	District Support: Provide a resource officer-salary/benefits; Purchase materials and supplies as needed.	Tim Overturf, Jonathan Bradley, Larry Dugger	Discipline Reports, APNA Results, Absentee Reports



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procedures.			
3. A Career Action Planning (CAP) 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 CAP's methods, curriculum materials and parent involvement. Upcoming 10th graders will meet with their High School CAP 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 conference with the students CAP 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.	District Support: PD training as needed, materials and supplies will be purchased as needed.	Mark Lee, Teachers	CAPS/Parent/Family Survey
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2018-2019 based upon data: ELL and At-risk students.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	



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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.	
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 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	52 males and 56 females participated in the BMI Assessment. Results: Males-Healthy/Underweight-50%; Males-Overweight-19.2%; Males-Obese-30.8%; Females-Healthy/Underweight-69.6%; Females-Overweight-8.9%; Females-Obese-21.4%.	Lack of exercise at home; more video games being played.
Data Collection:-APNA	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 2018-May 2019	
Evidence-based Action Steps for All Students	Possible Funding Source	Method for Monitoring/Evaluating
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.	<u>District Support:</u> Materials and supplies will be purchased as needed.	SHI Results
2. Teachers will receive training and/or instruction on health/wellness (ACT	<u>District Support:</u> Materials and supplies purchased as	APNA Results SHI Results



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1220).	needed; PD-registration fees, etc..., if needed.	Jonathan Bradley	CWT
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.			
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2018-2019 based upon data: ELL, Economically Disadvantaged, and Homeless Students.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged or Welfare	
		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		Students with Disabilities	
	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.		
Homeless/Migrant		At-risk	
	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.		