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Pottsville Elementary School Improvement Plan

Mission Statement

It is the mission of Pottsville Elementary School to utilize parents, community, and available resources to engage every student with a variety of challenging and motivating learning experiences that help them achieve their full potential while preparing them to be life-long learners and effective citizens in our ever-changing global society.

Approvals

This School Improvement Plan was prepared by Pottsville Elementary 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: _____

4-19-18

Approved: _____

{Title}

Board President

Date: _____

4-19-18

Approved: _____

{Title}

Board Secretary

Date: _____

4-19-18

Approved: _____

{Title}

District ACSIP Chair/Process Manager

Date: _____

4-19-18

Approved: _____

{Title}

Principal

Date: _____

4-19-18



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I. COMPREHENSIVE NEEDS ASSESSMENT SUPPORTING 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:	- All Grade Levels: Tentative ESSA Results and Subgroup with lowest score: ESSA Overall Index Score-82.79-ELL; Weighted Achievement- 80.8-ELL; Growth Score-86.8; SQSS-74.05-SWD; Students not reading at grade level-ELL; Science Achievement-ELL. - EVALUATION 2016-2017: ACT ASPIRE OVERALL PERFORMANCE RESULTS for English-85%; Reading-52%; Writing-25%; Science 56%; and Math-83%. - EVALUATION 2015-2016 ACT ASPIRE OVERALL PERFORMANCE RESULTS for Literacy: English 85%-Reading 50%-Writing 18%; By gender: female-English 88%-Reading 52%-Writing 22%; male-English 81%-Reading 46%-Writing 12%; By demographics (no report for four students or less): Hispanic or Latino-English 83%-Reading 50%-Writing 17%; White-English 85%-Reading 51%-Writing 19%; Math-- - EVALUATION: 2015-2016 ACT ASPIRE OVERALL PERFORMANCE RESULTS: 78%; By gender: female (88%); male (81%); By demographics (no report for	See Below.



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	four students or less); Hispanic or Latino (67%); White (79%)	
Literacy	• ELPA 21: • Weak areas include: Kindergarten - writing sentences and rhyming; 1st grade - sight words, capitals, letter formation, reversals and writing; 2nd grade- main idea, adjectives, writing content, capitalization, punctuation, dictionary skills and mechanics; 3rd grade - common/proper nouns, subject/predicate, reading directions, identifying genres, author's purpose, close reading, and writing to topic. • Weak areas in 2016-2017 include: Kindergarten - counting to 100, writing 0-5 and vocabulary of math; 1st grade - time to 1/2 hour, understanding symbols in story problems, number sense, reversals, subtraction, skip counting-10 more/10 less, and addition/subtraction past 10., breaking numbers apart, analyzing data (more-less), and choice of operation; 2nd grade - math facts, graphs, odd and even, multi-step problems, sub with regrouping, subtraction with regrouping, time to quarter hour, and measuring with centimeters; 3rd grade -reading question carefully, multi-step problems, elapsed time, subtracting middle zero, retaining information, rounding by 10's and 100's; and regrouping. • Areas of challenge include scientific investigation, evaluation of models, inferences, and experimental results.	• Contributing factors include: lack of exposure to real world text, lack of experience writing across curriculum, and writing too structured. • Contributing factors include: lack of consistent math terminology and multi-step problems overwhelming to students. • Contributing factors for K-3 include: lack of consistency of science vocabulary, more alignment needed with science standards.
Math		
Science		



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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	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	
1. Provide the following comprehension and instructional support: Suggestions for improving include: continuing RTI, common assessments, utilize aides in small groups, utilizing different materials, focusing on prior knowledge and vocabulary, using technology such as chromebooks, computer lab, language review, journal writing, differentiated instruction, provide the ESL students with hands-on technology to assist them with their reading comprehension and vocabulary, and focus on context clues with TAGG students. Also, utilize Empowering Writers, MobyMax, ABC Mouse app, Starfall and Google Classroom. Three Reading Recovery Teachers will also aid in reading skills.	District Support-Empowering Writers PD training will be held in summer 2017. Materials and supplies will be purchased as needed. Provide three Reading Recovery Teachers-salaries/benefits. NSLA, PD, Title I, ELL	All English teachers	ACT Aspire Results Interim/Formative Assessment Results NWA Assessments
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, Title I, ELL, District	Annette Lemley, All teachers	STAR test results and growth reports
3. To improve reading comprehension, decoding skills, and fluency, electronic	District Support: Provide 7 paraprofessional for assistance-	Annette Lemley, All teachers	STAR test results and growth reports



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reading devices, audio books will be available for struggling readers to have access to grade level books. A paraprofessional will work under the direction of the Media Specialist to track student progress, assist in book selection, and monitor library activities.	salary/benefits; Purchase of devices as needed. NSLA, Title I, ELL, District	Interim/Formative Assessment Results ACT Aspire Results NWA	
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 ELL instruction during part of the school day. Students will be "pulled-out" of the regular classroom setting for a time period each week for ELL instruction or the ELL 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 ELL program in order to develop the necessary English skills to perform adequately in the regular academic program. ELPA21 Test, ACT Aspire, and Interim Assessments will be used to monitor progress.			
Students with Disabilities			
1. Focus on basic foundational reading and writing skills. 2. Provide more hands-on technology to assist them with their reading comprehension. 3. Better collaboration with RTI and Special Ed;			
Homeless/Foster/Migrant			
At-risk			



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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 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 such as CGI and participate and incorporate instructional strategies into lessons.	District Support: Purchase materials and supplies as needed; purchase substitutes-SUBTEACH. PD, NSLA, Title I, ELL	Shannon Davis, Math Teachers, Melissa Cox, Tara Thompson	ACT Aspire Results Interim/Formative Assessment Results NWA	
2. Provide the following comprehension and instructional support: work on math vocabulary (including lists for support staff), more manipulatives and let students create skits, videos, etc..., and more daily review and individual differentiated instruction.	District Support: Purchase materials and supplies as needed. NSLA, Title I, ELL	Math Teachers, All Teachers-cross/curricular activities	ACT Aspire Results Interim/Formative Assessment Results NWA	
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.	District Support: Purchase materials and supplies as needed. NSLA, Title I	Math Teachers	ACT Aspire Result NWA 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 2018-2019 based upon data: ELL and Students with Disabilities.				
Black/African American		Hispanic/Latino		
1. Focus on Vocabulary.				
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 PD training as needed to address Next Generation Science Standards, etc.	District Support: Registration fees, Meals, Travel, Lodging, Substitutes, etc...., if needed. PD	Shannon Davis, Science Teachers, Melissa Cox, Tara Thompson	ACT Aspire Results Interim/Formative Assessment Results
2. Science teachers will provide more modeling in the classroom and provide more examples.		Science Teachers	ACT Aspire Results
3. Provide the following comprehension and instructional support: conduct more practice using scientific investigations skills; conduct more remediation in areas frequently missed and Moby Max will be utilized.	District Support: Purchase materials, supplies as needed; purchase MobyMax software. NSLA	Science Teachers	Interim/Formative Assessment Results ACT Aspire Result
4. Incorporate ACT Aspire / NWA materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum.	District Support: Materials and supplies will be purchased as needed. NSLA	Science Teachers, All Teachers-cross curricular activities	Interim/Formative Assessment Results ACT Aspire Result NWA 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 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 curriculum.		1. Incorporate more hands-on technology into curriculum.	
2. Focus on Vocabulary.		2. Focus on Vocabulary.	
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. One reading specialist and three highly qualified paraprofessionals will also assist in working with struggling students based upon data.	1. District Support-Release days will be provided to teachers to discuss interim assessments/assessment wall data; Provide one reading specialist and three paraprofessionals-salaries/benefits.	Shannon Davis, All Teachers, Melissa Cox, Tara Thompson	ACT Aspire Results Interim/Formative Assessment Results NWA	
2. Develop Academic/Student Success Plans for student who are not achieving at grade level based upon state-mandated assessments.	District Support: Materials and supplies will be purchased as needed. NSLA	Shannon Davis, All Teachers	ACT Aspire Results Interim/Formative Assessment Results	
3. Grades K-3 students who need additional help will participate in a remediation program under the supervision of an intervention teacher. Lesson will incorporate weak areas and enrichment exercises		Enrichment Staff	ACT Aspire Result CWT Interim/Formative Assessment Results	
4. Technology will be incorporated into instruction to increase student academic achievement (1:1 Initiative).	District Support: Smartboards, iPads, Chromebooks, etc..., will be purchased as needed. NSLA, Title I	Jennifer Curry, All Teachers	ACT Aspire Result CWT Interim/Formative Assessment Results	
5. Faculty will attend/and/or be provided professional development training as needed based upon student weaknesses, instructional strategies, student and	District Support: Registration fees, Release Days, Arch Ford Consortium Fee, Substitutes/Subteach, Lodging, Meals, Travel, and Materials and Supplies	Shannon Davis, All Teachers, Jennifer Curry, Melissa Cox, Tara Thompson Arch Ford Consultants	ACT Aspire Result CWT Interim/Formative Assessment Results	



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teacher growth, and any required trainings.	if needed.		
6. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, MobyMax, Vocabulary.com, etc.)	Title I, NSLA, PD District Support: Purchase software- Vocabulary.com and MobyMax.	All Teachers	ACT Aspire Result CWT NWA 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 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. 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 AND FAMILY ENGAGEMENT				
Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, the following is noted:				
Category	Data Analysis		Root Causes/Contributing Factors	
Data Collection:	- Need to increase the number of logged volunteer hours (755.75 logged hours -most recent). - Most recent survey results support continued high levels of parent involvement and extremely positive attitude regarding the parent-school relationship and the school's efforts regarding parent involvement.		Lack of communication with parents who are not able to attend Open-House and other parent meetings concerning volunteering.	
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT				
Goals:	Possible Funding Source		Method for Monitoring/Evaluating	
Evidence-based Action Steps for All Students				
1. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE . Parent Barriers will also be addressed.	District Support: (2018-2019 school year-PD required) .Materials, supplies will be purchased as well as presenter fees. Title I, NSLA, District	Jennifer Curry, Shannon Davis, All Teachers Guest Speaker: Thomas Pennington, ATU	Agenda, Sign-in Sheets Parent/Family Surveys	
2. Parents 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.	District Support: Purchase school messenger and parent materials and supplies.		Parent/Family Surveys Agenda, Sign-in Sheets	



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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. 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 K-3, the following was determined.				
Category	Data Analysis	Root Causes/Contributing Factors		
Data Collection:	Number of discipline referrals represents an area for improvement.	Contributing factors include the need for a more consistent referral process.		
III. 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. 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. A resource officer will assist in providing a safe and drug-free school environment. Faculty will be trained in the district crisis intervention plan and procedures.	District Support: Provide a resource officer-salary/benefits, purchase materials and supplies as needed. District-salaries/benefits Title VI-salaries/benefits	Blake Herren; Shannon Davis	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
2. Implement activities to encourage character education such as Project Wisdom, Red Ribbon Week, classroom guidance, drug awareness, activities and bullying procedures and prevention for students and teachers.	District Support: Purchase Materials and Supplies as needed.	Jeff Duvall	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
3. Reduce the number of discipline referrals will be an area of focus.		Jeff Duvall, All teachers	Discipline Reports	



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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. Parents/families will receive information/forms in other languages as needed. 2. Two ELL Instructors 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. 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.



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IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS				
Based upon the most recent surveys and results shown:				
Category	Data Analysis		Root Causes/Contributing Factors	
Data Collection: SHI/BMI	Based upon the most recent results shown: 123 Males and 124 Females participated in the BMI Assessment. Males-Healthy and Underweight- 65.9%; Males-Overweight-13%; Males-Obese-21.1%; Females-Healthy and Underweight-76.6%; Females-Overweight-12.1%.		- More student awareness is needed about the importance of drinking water and more teacher training/instruction on health and wellness. - More video games being played at home.	
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS				
Goals:	1. The district will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and 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. 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.	District Support: Materials and supplies will be purchased as needed. NSLA	Dana Augur; Jill Jones; Jill Riggs; Tara Thompson; Kathy Cynova	Student Health Index/BMI results Parent/Family Surveys	
2. Teachers will receive training and/or instruction on health/wellness (ACT 1220).	District Support: Materials and supplies purchased as needed; PD-registration fees, etc..., if needed.	Tara Thompson; Shannon Davis	Student Health Index/BMI results Parent/Family Surveys	
Ensure that physical activity promoting muscular strength and endurance, flexibility, cardiorespiratory endurance,		Shannon Davis, Tracy Gist	CWT	



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rhythms and dance, locomotor and non-locomotor movements, manipulative skills, and body awareness movements using the musculoskeletal system, etc...is implemented across the curriculum for all grade levels.			
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.		
English Language Learners	Students with Disabilities		
1. Parents/families will receive information/forms in other languages as needed. 2. Two ELL Instructors 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.			