

Mission Statement

It is the mission of Pottsville Middle Grades is to develop life-long learners and responsible citizens through innovative instruction and community resources.

Approvals

This School Improvement Plan was prepared by Pottsville Middle 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: [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

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

{Title} Principal

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, Portsmouth 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 for 2021-2022:
Data Collection:	2020-2021: ACT ASPIRE results: 2020-2021: CWT results: Improve question techniques; provide more engaging hands-on activities with more student-led activities with teacher's role as facilitator; more cues, questions and advanced organizers; more setting objectives and providing feedback (rubrics, go/grow/exit slips); provide more project-based learning with students setting goals and do more self-assessments of their own learning. 2018-2019 MOST RECENT ACT ASPIRE RESULTS: 4TH GRADE: English 85%; Reading 57.1%; Science 60.7% from last year; Math 77.1%. 5TH GRADE: English 89%; Reading 59.1%; Science 59.7%; Math 76%. 6TH GRADE: English 90.1%; Reading 66.4%; Science 67.9%; Math 76.3%. 2019 ESSA Score and lowest subgroup: Overall Score 92.12-SPED: Weighted Achievement-SWD; Growth-SWD; SQSS-SWD 2019 CWT Results: weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's knowledge and comprehension. 2019 STAR Reading Results: 4th grade (Gain of .8); 5th grade (Gain of 1.2); 6th grade (Gain of .5). 2019 STAR Math Results: 4th grade (Gain of 1.6); 5th grade (Gain of 1.1); 6th grade (Gain of 1.7). 2019 ELPA: 4TH-4 progressing and 4 proficient; 5th-3 progressing; 6th-2 progressing and 3 proficient. 2017-2018 ACT ASPIRE RESULTS 4TH GRADE: English 88%; Reading 56%; Science 58% from last year; Math 82%. 5TH GRADE: English 94%; Reading 55%; Science 63%; Math 89%. 6TH GRADE: English 87%; Reading 69%; Science 67%; Math 82%. 2018 ELPA Results: 0 Emerging, 10 Progressing, 5 Proficient. All Grade Levels 2017-2018 ESSA Scores and Lowest Subgroup Score: Overall Index Score 85.27-African Americans: Weighted Achievement 95.1-SWD; Growth Score 84.87; SQSS 63.66-ELL: Science Achievement and Growth-African Americans: Reading below grade level-African American and ELL.	See Below.
Literacy	2020-2021 ACT Aspire areas to improve upon: 2019 ACT Aspire Summative-Weakest Skill Areas: 4th Grade English: Knowledge of Language (Females scored lowest) 5th Grade English: Production of Writing/Knowledge of Language (same) (Males scored lowest) 6th Grade English: Knowledge of Language (Females scored lowest) 4th Grade Reading: Integration of Knowledge and Ideas (Females scored lowest) 5th Grade Reading: Craft and Structure (Females scored lowest) 6th Grade Reading: Craft and Structure (Males scored lowest) (4th grade) 2018 4th Interim Assessments and ACT Aspire weak areas: Inference, voice, staying on topic, spelling, complete sentences, apostrophes, verb tense, and what doesn't belong in a sentence. (5th grade) 2018 5th Grade Interim Assessments and ACT Aspire Results: Determine central ideas and themes and analyze their development; summarize, point of view, style of text, conventions and production of writing, and analyze how and why individuals, events or ideas develop and interact over the course of a text. (6th grade) 2018 6th Grade Interim Assessments and ACT Aspire Results: Correctly punctuating quotes, comma placement, identifying and correctly spelling/punctuating possessive nouns, cite textual evidence, meaning of words/figurative language, inference, plot development and point of view.	(4th grade) Contributing factors include: lack of exposure to real-world text and students don't understand when to infer and when to look for specifics. (5th grade) Contributing factors include: constructed responses-change in format, not knowing box expands, lack of understanding what question is asking, not referring back to passage for details vs. inferences, and production of writing knowledge (males scored the lowest). (6th grade) Contributing factors include: lack of comprehension skills and practice with non-fiction texts.

Math	2020-2021: ACT Aspire area's to improve upon: 2019 ACT Aspire Weakest Skill Areas: 4th Grade Math: Operations and Algebraic Thinking (Females scored lowest) 5th Grade Math: Operations and Algebraic Thinking/Measurement and Data (Operations-Males scored lowest; Measurement-Females scored lowest) 6th Grade Math: Ratios and Proportional Relationships/Geometry (Ratios-Females scored lowest; Geometry-Males scored lowest) (4th grade) 2018 Interim Assessments and ACT Aspire Results: Measurement and Data and Operations and Algebraic Thinking. (5th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include multiplication and facts, decimals, and fractions. (6th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include multi-step problems, long division, patterns, number sense, multiplication and facts, fractions and decimals, statistics and probability, and expressions and equations. 2020-2021 ACT Aspire areas to improve upon: 2019 ACT Aspire Weakest Skill Areas: 4th Science: Science Investigation (Females scored lowest) 5th Science: Evaluation of Models, Inferences, and Experimental Results (males scored lowest) 6th Science: Interpretation of Data (Males-barely scored lowest) (4th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include scientific investigation, open-response type questions, inferencing, and evaluating models/experimental results. (5th Grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include following directions, using units, reading graphs, and using 2-3 data tables at once. (6th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include inferring results in tables that require predicting results, scientific investigation, vocabulary, calculating average/mean, and scrolling through tables and passages.	(4th grade) Contributing Factors include: Lack of multi-step word problems. (5th grade) Contributing Factors include: Lack of consistency with multi-step problems. (6th grade) Contributing factors include: Lack of consistency with word problems.
Science	2020-2021 ACT Aspire area's to improve upon: 2019 ACT Aspire Weakest Skill Areas: 4th Science: Science Investigation (Females scored lowest) 5th Science: Evaluation of Models, Inferences, and Experimental Results (males scored lowest) 6th Science: Interpretation of Data (Males-barely scored lowest) (4th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include scientific investigation, open-response type questions, inferencing, and evaluating models/experimental results. (5th Grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include following directions, using units, reading graphs, and using 2-3 data tables at once. (6th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include inferring results in tables that require predicting results, scientific investigation, vocabulary, calculating average/mean, and scrolling through tables and passages.	4th grade: Contributing factors include: Lack of vocabulary knowledge and skills with scientific investigation. 5th grade: Contributing factors include: Lack of consistency of science vocabulary more alignment with science standards needed. 6th grade: Contributing factor/s include: Lack of consistency with interpretation of data.

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 2021-May 2022

Goals:	1.To improve all students' writing skills, reading comprehension skills and vocabulary in all content areas. Timeline: August 2021-May 2022	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students:	Possible Funding Source	Person Responsible/Post/Office
1.Provide the following comprehension and instructional support: 2020-2021 FOCUS: 4th grade: Scaffolding. Use videot/technology along with modeling and gradual release for students to gain experience. Provide students with more real-world text using multiple text structures. 5th grade: Scaffolding. Use videot/technology along with modeling and gradual release for students to write a constructed response, peer assessment and working in groups also. Teach strategies to decode questions along with modeling finding details as well as inferring across curriculum using various texts. 6th grade: Use starters to do mini lessons and/or pre-assessments on specific skills related to weaknesses in content. Implement XL to individualize curriculum and target skills for each student. 2.To improve reading comprehension, decoding skills, and fluency. Right to Read training will be implemented and used in all classrooms. 4-6 Faculty will attend RISE Training provided by Arch Ford Co-op. Counselor/Coaches/Band/Choir Faculty will attend/be provided training through Modules on Arkansas Ideas.	District Support-Empowering Writers. PD training will be held in summer 2017. Materials and supplies will be purchased as needed. ESA, PD, Title I, ELL	ACT Aspire Results Interim/Formative Assessment Results
	District Support-Materials and supplies ESA, PD, Title I, ELL	Interim/Formative Assessment Results ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Contributing Factors: (4th) Lack of parent involvement and COVID-Lack of skills taught; (5th) Lack of support; (6th) COVID-Lack of access to books, quiet place.		
Black/African American	Hispanic/Latino	
White	Economically Disadvantaged	
English Language Learners	Students with Disabilities	
Homeless/Foster/Migrant	At-risk	

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 2021-May 2022

Evidence-based Action Steps for All Students	Possible Funding Source	All English Teachers/Nurse/Counselor	Method for Monitoring/Evaluating
1.Provide the following comprehension and instructional support: 2020-2021 FOCUS: 4th grade: Scaffolding. Use video/technology along with modeling and gradual release for students to gain experience. Provide students with more real-world text using multiple text structures. 5th grade: Scaffolding. Use video/technology along with modeling and gradual release for students to write a constructed response; peer assessment and working in groups also. Teach strategies to decode questions along with modeling finding details as well as inferring across curriculum using various texts. 6th grade: Use starters to do mini lessons and/or pre-assessments on specific skills related to weaknesses in content. Implement IXL to individualize curriculum and target skills for each student. 2.To improve reading comprehension, decoding skills, and fluency, Right to Read training will be implemented and used in all classrooms. 4-6 Faculty will attend RISE Training provided by Arch Ford Co-op. Counselor/Coaches/Band/Choir Faculty will attend/be provided training through Modules on Arkansas Ideas.	District Support-Empowering Writers. PD training will be held in summer 2017. Materials and supplies will be purchased as needed. ESA, PD, Title I, ELL		ACT Aspire Results Interim/Formative Assessment Results
	District Support-Materials and supplies ESA, PD, Title I, ELL	All Certified Staff	Interim/Formative Assessment Results ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Contributing Factors: (4th) Lack of parent involvement and COVID-Lack of access to books, quiet place.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
Homeless/Foster/Migrant		At-risk	

POTTSVILLE MIDDLE GRADES LITERACY PLAN

MISSION:

The mission of Pottsville Middle Grades is to develop life-long learners and responsible citizens through innovative instruction and community resources.

INTRODUCTION:

The Pottsville Middle Grades 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 MIDDLE GRADES 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.

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 MIDDLE GRADES:

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 4-6. 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.

Middle Grades-Assessing Literacy Proficiency: During Middle Grades Language 4-6, we focus on Reading for Understanding, Vocabulary, 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, essays, and Spelling City 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 our new programs that we also love!

Vocabulary.com is an advanced program that even struggling learners seem to enjoy because of the competition 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.

I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-MATH			
Goals: Develop lesson plans or projects to increase all students' mathematical reasoning achievement as it relates to each subject and applies to real-life situations.	Time-line: August 2021-May 2022		
Evidence-based Action Steps for All Students	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating	
Provide the following comprehension and instructional support: 2020-2021 Focus: (4th) Multi-step word problems. Word problem nit created in math teachers' classrooms. Use more multi-step word problems in class and on homework. (5th) Multi-step problems. Include in starters and include in daily homework. (6th) Use GoMath to assign assignments using performance level descriptors. Use starters to do mini lessons and/or pre-assessments on specific skills related to weaknesses in content. Implement IXL to individualize curriculum and target skills for each student.	Math Teachers, All Teachers- cross/curricular activities, Nurse, Counselor	ACT Aspire Results Interim/Formative Assessment Results	
Supplemental Support and Contributing Factors: 4th Lack of parent involvement and COVID-lack of skills taught 5th-Lack of support. 6th-COVID-Lack of practice of skills taught			
Black/African American	Hispanic/Latino		
White	Economically Disadvantaged		
English Language Learners	Students with Disabilities		
Homeless/Foster/Migrant	At-risk		

I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE

Goal/s:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2021-May 2022		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	
1. Provide the following comprehension and instructional support: 2020-2021 FOCUS: (4th) Vocabulary Building. Use bell-ringers to enhance science vocabulary as well as include vocabulary on assessments. Incorporate Flocabulary into lessons to make science vocabulary more interesting as well as more understood. (5th) Vocabulary Building. Low risk vocabulary practice: IXL for nonfiction; Investigation skills: Evaluate models and prediction, evidence gathering Separate vocabulary out of unit tests. Explicit vocabulary teaching: point out and teach important vocabulary: science skills and science content. Embed implicit reading into instruction. (6th) Modeling on IXL. Use starters to do mini lessons and/or pre-assessments on specific skills related to weaknesses in content. Implement IXL to individualize curriculum and target skills for each student.	<u>District Support: Purchase materials, supplies as needed: purchase IXL software. ESA</u>	Science Teachers	
2. Incorporate ACT Aspire materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum.	<u>District Support: Materials and supplies will be purchased as needed. ESA</u>	Science Teachers, All Teachers-cross curricular activities	
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Contributing Factors include: 4th Lack of parent involvement and COVID-lack of skills taught 5th-Lack of support. 6th-COVID-Lack of practice of skills taught.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
Homeless/Foster/Migrant		At-risk	

I. COMPREHENSIVE NEEDS ASSESSMENT FOR FAMILY AND COMMUNITY ENGAGEMENT					
Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from parent surveys across grades 4-6, there will be emphasis on the following:					
Category	Data Analysis	Root Causes/Contributing Factors			
Data Collection:	2020-2021: Focus is on better communication with parents and responding more promptly to emails, phone calls, etc. 2017: Effective communication with parents regarding decisions within school is an area for focus. 2018 volunteer hours: 350 hours. 2019-2020 Parent/Family Survey- Concerns: need more information about school programs and meetings; parents would like a better understanding of school programs and operations.	Lack of communication with parents who are not able to attend Open-House and other parent meetings. PTO may need to do a remind or publication to connect to parents and families. Translate ALL parent communication for ESL parents as some parents cannot read English and rely on their children to tell them information.			
II. PRIORITY TWO- SUPPORT FAMILY AND COMMUNITY ENGAGEMENT					
Goal/s:	1. Collaborate with parents, families and the community to enhance and support student achievement. Timeline: August 2021-2022				
Evidence-based Action Steps for All Students		Possible Funding Source	Persons Responsible/Position/Role	Method for Monitoring/Evaluating	
1. Parents will have opportunities to contribute to the development of SLIP and assist with the monitoring and adjustments of the SLIP plans throughout the school year through parent meetings, surveys, emails, and attending PTO.			Paige May, SLIP Chair; Lisa Corbin, Family/Community Engagement Coordinator; Tara Thompson, Federal Programs Coordinator; Houston Townsend, Principal	Parent/Family Surveys	
2. Parents will be informed of absentees, 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. Title I, ESA, District	Jennifer Curry, Technology Director; Houston Townsend, Principal; All Teachers	Agenda, Sign-in Sheets Parent/Family Surveys	
3. 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. PD	Paige May, SLIP Chair; Lisa Corbin, Family/Community Engagement Coordinator; Tara Thompson, Federal Programs Coordinator; Houston Townsend, Principal; Guest Speaker: Poverty Simulation-Candace Smith (Arch Ford)	Parent/Family Surveys Agenda, Sign-in Sheets	

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
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 Fallsville 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	2020: Surveys indicate that 98% of students/families feel safe at school. 2019: Surveys indicate that 95% of students and families feel safe at school.	
Data Collection-Character Education	2020-2021: Tardies: 6th grade had the most tardies; males had the most tardies; The months and the semester that had the most tardies include October and January-2nd semester. 2020-2021: APNA results on mental health indicate that students need to be educated on safety. Other concerns are alcohol, flavored vape and any vape. 2020-2021: Discipline: 4th vaping-males overall; 5th disorderly conduct-females overall; 6th fighting-females overall. Most referrals happen in April. 2019 Discipline: Insubordination 2019 Absentee: February is the month most students 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.	Tardies- may include 6th graders having to get themselves up and ready for school. Also, flu season and Covid.
Goals:	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		Method for Monitoring/Evaluating
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. Ideas to help with discipline and apna concerns are: vape lessons 4th-6th grade; alcohol lesson for 5th grade. PD- motivational speaker.	District-salaries/benefits Title VI-salaries/benefits	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. In addition, 4th-Identify frenemy groups and have small group counseling sessions. Teach kindness and conflict resolution strategies; 5th-Include awareness activities in our instruction. Outreach to any kids that show indicators of contributing factors; and 6th- Teachers will consistently post assignments and announcements on Google Classroom to maintain updated absent students due to quarantine to make sure they are getting weekly newsletter on Remind. 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 Overturn, Resource Officer, Travis Garza, Resource Officer Guest Speaker: Criminal Justice Institute-Little Rock	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. Building principal 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: Teen Suicide Awareness and Prevention-Greg Adams from Arkansas Children's Hospital	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 Overturn-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)?			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
Homeless/Foster/Migrant		At-risk	

IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS

Based upon the needs assessment survey and results above:

Category	Data Analysis	Root Causes/Contributing Factors 2021-2022
Data Collection: SHIBMI	2021-2022: SHI results in employee wellness and Module 9 employee wellness and Module 11 community involvement. 2020: 132 Males and 107 Females participated in the BMI Assessment: Males- Healthy and Underweight-59.8%; Males- Overweight-22%; Males-Obese-18.2%.	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. Need to make more awareness regarding Community Garden, etc.
Data Collection: APNA	APNA 2021-2022: areas of concern include alcohol, flavored vaping and any vaping. APNA 2017-2018 Results: The areas to focus upon include alcohol, marijuana	Peer pressure, instant gratification may be influencing APNA results.

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 2021-May 2022

Evidence-based Action Steps for All Students	Possible Funding Source	Person's Name/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. Modules 9 and 11-Give faculty a health assessment and invite parents/volunteers to improve community involvement. During RR Week provide programs for staff on alcohol and other drug use and prevention; research a campus-based medical clinic, create a monthly newsletter on health, and discuss mental health during team meetings. Classroom lessons supporting individual school's character and drug free programs will also be provided. Ideas to help with discipline and apna concerns are: vape lessons 4th-5th grade; alcohol lesson for 5th grade. PD-motivational speaker.	District Support: Materials and supplies will be purchased as needed. ESA	Paige May, SLIP Chair; Jordan Anderson, Nurse; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Nutrition Director, Taba Thurman, Counselor; All teachers.	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, Federal Programs Coordinator; Houston Townsend, Principal; Greg Coffman, Asst. Principal	Student Health Index/BMI results Parent/Family Surveys APNA

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 or Welfare
English Language Learners	Students with Disabilities
Homeless/Migrant	At-risk