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Pottsville Junior High School Improvement Plan

Mission Statement

The Pottsville Junior High School is determined to work as a team with the parents and community to ensure that all students are prepared with the tools to succeed in a relevant, rigorous learning environment to achieve a meaningful education.

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: <u>[Signature]</u>	Date: <u>3-26-19</u>
{Title} Superintendent	
Approved: <u>[Signature]</u>	Date: <u>3-26-19</u>
{Title} Board President	
Approved: <u>[Signature]</u>	Date: <u>3-26-19</u>
{Title} Board Secretary	
Approved: <u>[Signature]</u>	Date: <u>3-26-19</u>
{Title} District ACSIP Chair/Process Manager	
Approved: _____	Date: _____
{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:	- ACT Aspire 2018-2019 NEWEST: 7TH GRADE: English 87.4%; Reading 50.3%; Science 61.6%; Math 61.6%, 8th GRADE: English 83.5%; Reading 63.9%; Science 62.4%; Math 60.9%, 9th GRADE: English 72.6%; Reading 56.5%; Science 50%; Math 53.2%. - ACT ASPIRE 2017-2018: 7TH GRADE: English 87%; Reading 45%; Science 59%; Math 61%. 8th GRADE: English 87%; Reading 64%; Science 56%; Math 58%. 9th GRADE: English 75%; Reading 52%; Science 53%; Math 49%. - ACT ASPIRE: 2016-2017 SUBJECT PROFICIENCY PERCENTAGES: 7th Grade: English 91%, Reading 46%, Writing 46%, Science 68%, and Math 63%. 8th Grade: English 76%, Reading 46%, Writing 61%, Science 43%, and Math 44%. 9th Grade: English 78%, Reading 55%, Writing 56%, Science 55%, and Math 53%. - ACT ASPIRE: 2015-2016 SUBJECT PROFICIENCY PERCENTAGES: 7th Grade: Overall-86% English, 57% Math, 57% Science, 48% Reading, 30% Writing. By Gender: Female-90% English, 57% Math, 65% Science, 52% Reading,	See below. Faculty would like to visit successful classrooms of who can model and attend PD for incorporating learning centers.



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	43% Writing, Male-82% English, 57% Math, 49% Science, 38% Reading, 17% Writing; By Ethnicity (4 students or less no percentage reported): Hispanic-67% English, 33% Math, 33% Science, 33% Reading, 17% Writing; White-88% English, 59% Math, 59% Science, 47% Reading, 29% Writing. 8th Grade: Overall-79% English, 50% Math, 60% Science, 58% Reading, 37% Writing; By Gender: Female-92% English, 53% Math, 67% Science, 67% Reading, 40% Writing; Male-71% English, 49% Math, 56% Science, 53% Reading, 29% Writing; By Ethnicity (4 students or less no percentage reported): Hispanic-57% English, 57% Math, 57% Science, 43% Reading, 57% Writing; White-80% English, 51% Math, 61% Science, 58% Reading, 37% Writing. 9th Grade: Overall-63% English, 27% Math, 39% Science, 44% Reading, 59% Writing; By Gender: Female-69% English, 22% Math, 41% Science, 55% Reading, 78% Writing; Male-58% English, 31% Math, 37% Science, 34% Reading, 43% Writing; By Ethnicity (4 students or less no percentage reported): Hispanic-57% English, 29% Math, 29% Science, 43% Reading, 71% Writing; White-63% English, 27% Math, 39% Science, 44% Reading, 59% Writing. • ESSA SCORES 2018-2019: • ESSA SCORES 2017-2018: Overall Score-75.91-African American, Weighted	
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	Achievement- 77.04- SWD; Growth Score- 79.22; SQSS-62.23-African American; Reading Below Grade Level-African American and SWD; Science Achievement-African American and SWD; Growth in Science-Hispanic population. • ELPA 21 SCORES 2017-2018: 2 Emerging, 13 Progressing, 1 Proficient • CWT results 2019: weak areas include: learning centers, modeling, discussion, cooperative learning, and nonlinguistic representations	
Literacy:	• 2019 STAR Results: 7th grade 7.47 pre and 7.82 post (.35 gain); 8th grade 7.57 pre and N/A post; 9th grade 8.80 pre and 9.11 post (.31 gain). • 2019 Weak trends/patterns: Weak trends and/or patterns continue to be evident in the following areas: 7th- demonstrating command of conventions of standard English- capitalization, punctuation, and spelling, developing and strengthening writing, reviewing/revising language to enhance coherence/overall effectiveness, proofreading/editing, applying/understanding the rules of punctuation, analyzing structure of text, determining the main rhetorical purposes of text (Pre-AP); 8th-characterization-business minded, social science-informational text including author's purpose and main purpose, literary narrative-description based on passage (most likely reason), tense, usage, sentence structure, construction, word choice, tone of text with word choice, vocabulary, conclusion to essay, varying transitions; 9th-analysis of ideas	• Contributing factors include: lack of using different kinds of inference strategies (and high yield strategies) across the curriculum, lack of hands-on and kinesthetic activities in the classroom, content vocabulary, students not following instructions on their own, and lack of a consistent focus on multiple choice items/test-taking skills.



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Math:	in writing, vocabulary, nonfiction, and non-literary passages. 2019 Weak trends and/or patterns: Weak trends and/or patterns are evident in the following areas: 7th-ratios and proportional relationships; 8th- reading questions and not eliminating wrong answers; multistep problems, statistics and geometry 9th- functions, numbers and quantities, statistics and probability.	Contributing factors include: lack of content vocabulary, lack of test-taking skills, students not reading questions all the way through, lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum.
Science:	2019 Weak trends and/or patterns: Weak trends and/or patterns are evident in the following areas: 7th- scientific investigation, balancing chemical equations, conversions, changes in matter, anything with math; 8th- functional groups (biochem) controls and constants, rearranging formulas; 9th-evaluation of models, inference, and experiments, and interpretation of data.	Lack of consistent terminology, and lack of instructional alignment; Need more alignment with Next Generation Science Standards.
Focus on Instruction:	2019 Professional development to increase faculty knowledge on instructional strategies; more vertical and horizontal learning to align K-12 curriculum and eliminate gaps in curriculum. CWT results 2019: weak areas include: learning centers, modeling, discussion, cooperative learning, and nonlinguistic representations. Students' level of work not on evaluation levels.	- Time-PD surveys indicate that faculty would like more time to meet and address curriculum concerns. May need to visit successful classrooms that implement learning centers and Socratic seminar discussions. - CWTs may need to be implemented at different times of class period and not just the beginning.



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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 2019-May 2020	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students			
1. To increase student performance, the following strategies will be implemented: 7th-9th grade - more one on one, practice with different kinds of informational texts, more integration with other curriculums such as cross-curricular writing, use nursery rhymes/short excerpts, videos, etc.... short research assignments, citing one source at a time, and then working to cite multiple sources; and use library for teaching functional text like classifieds; smashbooks; differentiated instruction, small groups; create questions with different kinds of media; higher level questioning; self-evaluations; utilize MobyMax and other online tools such as vocabulary.com, etc.; guide all students through written analysis-close reading and outline format- develop theme and expand; individualized attention, peer tutoring, and after school tutoring;	District Support-Empowering Writers PD training will be held in summer 2017. PD-Registration fees; ESA-Materials and Supplies	Shane Thurman, Principal, All Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results



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individual feedback; model direct lessons across curriculum using text features, and provide more one to one communication for ALL Students and TAGG Students, target individual students; more focused All grades- remediation; All English classes will implement Empowering Writers and Turnitin.com.	District Support: ESA: Provide a paraprofessional for assistance-salary/benefits; purchase of devices as needed.	Donna Stobaugh, Media Specialist; All teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results
2. 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. A paraprofessional (.5fte) will work under the direction of the Media Specialist to track student progress, assist in book selection, and monitor library activities. Right to Read Training will be provided and implemented within literacy classes.	District Support: District Funds and ESA: Purchase of Renaissance/AR Program, Classroom Libraries and Library Books	Donna Stobaugh, Media Specialist	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results
3. 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: District Funds and ESA: Purchase of Materials and Supplies as needed.	All Certified Staff	Interim/Formative Assessment Results ACT and ACT Aspire Results
4. To improve reading comprehension, decoding skills, and fluency Right to Read Training will be provided and implemented within all classes. 7-9 Faculty will attend/complete Module Training through Arkansas Ideas. SPED			



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Faculty will attend RISE Training through Arch Ford Co-op.		
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, African American Students and Students with Disabilities.		
Black/African American	Hispanic/Latino	
1. Provide students with hands-on technology to assist them with their reading comprehension.		
2. Use 1:1 initiative to focus on individual reading and vocabulary.		
White	Economically Disadvantaged	
English Language Learners	Students with Disabilities	
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. 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	1. Provide students with hands-on technology to assist them with their reading comprehension. 2. Use 1:1 initiative to focus on individual reading and vocabulary. 3. To increase student performance, a dyslexia interventionist will be trained in dyslexia programs such as Phonics First or Barton to assist students. Shawna Williams.	
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			
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, ESA, ELL -Purchase materials and supplies as needed; purchase substitutes-SUBTEACH.	Shane Thurman, 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. To increase student performance, the following comprehension and instructional support will be provided 7-9: frequent quizzes (on-line and paper); on-line tutors; peer/group work; spiral review (starters, exit slips, or incorporated with lessons); more hands-on/real-world applications; peer tutoring; mastery lessons; using higher order thinking skills within assignments; quality practice not content vocabulary; tutoring twice weekly after school or doing homework; teach test taking strategies and attending to precision.	<u>District Support:</u> ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results CWT	
3. Create common math tasks that can be used at each grade level to help student relate learning math to real life	<u>District Support:</u>	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results	



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and expose all students to the same rigor.	ESA-Purchase materials and supplies as needed.	
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, African American, Students and Students with Disabilities.		
Black/African American		Hispanic/Latino
1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.		
White		Economically Disadvantaged
English Language Learners		Students with Disabilities
1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.		1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.
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, SubTeach, Meals, Travel, Lodging if needed.	Science Teachers: Shane Thurman, Principal; Melissa Cox, Curriculum Coordinator; Tara Thompson, Fed. Programs Coordinator	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 Formative/Interim Assessments	
3. To increase student performance, the following activities and instruction will be implemented: 7th-Provide more in-class labs, reviewing charts, graphs, and tables; 8th-exit slips, students will be complete more reading and evaluating, complete more tables of information, draw conclusions, reconstruct the experiment that generated the data; 9th-bring more real-world applications into each topic...more examples.	District Support: ESA- Materials and Supplies	Science Teachers	ACT and ACT Aspire Results Formative/Interim Assessments CWT	



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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, African American Students and Students with Disabilities.			
Black/African American		Hispanic/Latino	
1. Incorporate more hands-on technology into the curriculum.			
2. Emphasize content vocabulary-word walls, etc.			
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-quizlet and Google classroom, 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 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.		Shane Thurman, Principal; All Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs	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> ESA, ELL Materials and Supplies will be purchased as needed.		Shane Thurman, Principal; All Teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results Interim/Formative Assessment Results ACT and ACT Aspire Results
3. Grades 7-9 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	
4. Grades 7-9 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> ESA, ELL- SmartBoards, iPads, Chromebooks, etc...., will be purchased as needed.		All teachers, Jennifer Curry, Technology Director	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. Science of Reading training will be implemented in all classrooms.	<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
7. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, vocabulary.com, etc.).	<u>District Support:</u> ESA-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)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL, African American Students and Students with Disabilities.			
Black/African American		Hispanic/Latino	
1. More one-on-one tutoring.		Economically Disadvantaged	
White			
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 results were indicated:

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2019: Parent/Family Survey Results: Better communication in keeping parents informed about their child's education was noted as well as parents expressing they would like a better understanding of school programs and operation. 2018 Parent/Family Survey Results: Communication with parents regarding their views when school decisions are made and parent concern with the school preparing children to deal with problems he or she may face in the future are the areas of concern/barriers noted.	- Contributing factors for these weak areas have been determined to be the lack of communication in school expectations for students. Need to encourage phone calls home. - Lack of computer at home. May need to advertise that parents have access to computers at school. - Time constraints to meet when the teacher can.

II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT

Goals:	1. Collaborate with parents, families and the community to enhance and support student achievement and safety.	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, Jennifer Deramus, ACSIP Chair; Parent/Family Engagement Coordinator; Shane Thurman, Principal;
To increase parent and family engagement and student achievement, parents and/or guardian will be trained in HAC and informed of absentees, parent	District Support: Purchase school messenger and parent materials and supplies (ESA).	Shane Thurman, Emily Roach, Sandy Alexander, LaDonna Butts, Jennifer Curry, Teachers
		Parent/Family Surveys



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teacher conferences, orientations, banquets, and school activities through School Messenger, HAC, school website, Remind 101, etc.		
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.		
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 discipline referrals, attendance reports and perceptual data across grades 7-9, the following results were indicated:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection: APNA and ESSA	2019 Discipline Reports-area of concern: 7 th grade (insubordination-males), 8 th grade (insubordination-males); and 9 th grade (insubordination-males). Tardies are a concern in all grade levels.	Contributing factor is the need for a consistent staff use of the assertive discipline model and get students in the room as soon as possible. ISS may need to be stronger-Saturday School.



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III. 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 2019-May 2020			
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 teen suicide and prevention for students and teachers.	<u>District Support:</u> Purchase materials and supplies as needed.	• 2019 APNA (Arkansas Prevention Needs Assessment) results (areas to focus upon): alcohol, alcopops, vaping and cigarette usage. • 2019 Attendance: Males in all grade levels had the highest absence rate. February is the month with most absenteeism. Tardies: Boys overall have the most tardies with January/February being the months with most tardies.	Counselor: 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. Faculty will be trained as needed in the district crisis intervention plan and procedures.	<u>District Support:</u> Provide a resource officer-salary/benefits; Purchase materials and supplies as needed.		Travis Garza, Resource Officer; Shane Thurman, Principal; Guest Speaker: Criminal Justice Institute-Little Rock	Discipline Reports, APNA Results, Absentee Reports
3. A Career Action Planning (CAP) program/Student Success Plan along with student success plans will be implemented and reviewed to help students and their parents explore educational and occupational	<u>District Support:</u> PD training as needed, materials and supplies will be purchased as needed.		Counselor: All Teachers; Shane Thurman, Principal	CAPS/Parent/Family Survey
				• Contributing factors for attendance is flu season for the month of February. May need to call home (automated phone calls). • Contributing factor for tardies include students want to visit more in hallways after being out for Christmas/holidays. • Peer pressure, instant gratification may be influencing APNA results. •



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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/SSP methods, curriculum materials and parent involvement. Upcoming 10th graders will meet with their High School CAP/SSP 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/SSP conference with the students CAP/SSP 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			Students with Disabilities
1. Parents/families will receive information/forms in other languages as needed.			



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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: Shane Thurman, Emily Roach, Tracy Simpson, Tara Thompson

V. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS		
Based on a Comprehensive Needs Assessment-the most recent results shown:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection: SH/BMI	• 2018-2019: 8th grade: 44 males and 27 females participated in the BMI Assessment. Males-63.6% Healthy/Underweight and 36.4% Overweight. Females-59.3% Healthy/Underweight and 40.7% Overweight. • 59 Males and 41 Females participated in the BMI Assessment: Males-Healthy and	• Lack of exercise at home; more video games being played. •



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Data Collection: APNA	Underweight- 61%; Males-Overweight/Obese-39%; Females-Healthy and Underweight-63.4%; Females-Overweight/Obese-36.6%.	2018-2019: APNA (Arkansas Prevention Needs Assessment) results (areas to focus upon): alcohol, alcopops, vaping and cigarette usage. - APNA 2017-2018 Results: The areas to focus upon include alcohol, alcopops, and cigarettes.	Peer pressure, instant gratification may be influencing APNA results.
Data Collection: SHI	SHI 2018 and 2019 Focus: Module 5-School Health Services; Module 9-Employee Health and Wellness Promotion; Module 11-Community Involvement.	- Lack of nutrition education. - More awareness of Community Garden - Need to partner more with healthcare providers and other community partners.	
Data Collection: Physical Fitness	2019: Results (averages): curl-ups-30; shuttle run-13; sit and reach-15; r/w mile run-16.7; push-ups-29.	Lack of exercise at home; more video games being played.	
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS			
Goal/s:	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	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	Jennifer Deramus, ACSIP Chair; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Nutrition/Food Director; Cathy Hefflin, Nurse; Bryan Rust, Coach; Josh Falls, Coach; Garrett Hill, Coach; Drew Siebenmorgen, Coach; and Shane Thurman, Coach.	SHI Results Fitness Challenge



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Ideas to improve nutrition include: (1) Allow PE students to volunteer to help with community –Victory garden in addition to other classes; (2) implement better nutrition/meals before athletic events; and individualize physical activity and fitness plans.			
2. Teachers will receive training and/or instruction on health/wellness (ACT 1220).	<u>District Support:</u> Materials and supplies purchased as needed; PD-registration fees, etc..., if needed.	Shane Thurman, Principal; Kathy Cynova, Food/Nutrition Director; Tara Thompson, Federal Programs Coordinator	APNA Results SHI Results
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.		Shane Thurman, Principal	CWT
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	



Pottsville Junior High School Improvement Plan

2019-
2020

	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.	