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Pottsville Middle Grades School Improvement Plan

Mission Statement

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 Grades 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 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. 4th grade: 2016-2017 ACT ASPIRE RESULTS: English-84%, Reading 57%, Writing 46%, Science 55%; and Math 84%. ACT Aspire/Subject Proficiency Results 2015-2016: Overall-82% Math; 81% English; 58% Science; 53% Reading; 12% Writing; By gender: Female-88% Math, 90% English, 66% Science, 59% Reading, 13% Writing; Male-75% Math, 72% English, 50% Science, 47% Reading, 10% Writing; By Ethnicity (4 students or less no scores): African American-83% Math, 50% English, 50% Science, 33% Reading, 0% Writing; Hispanic: 40% Math, 60% English, 20% Science, 0% Reading, 20% Writing; White: 81% Math, 83% English, 59% Science, 54% Reading, 12% Writing.	See Below.



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	5th grade: 2016-2017 ACT ASPIRE RESULTS: English-89%, Reading-48%, Writing 41%, Science -60%, Math 76%, 2015-2016:ACT Aspire/Subject Proficiency Results: Overall-83% Math; 73% English; 53% Science; 44% Reading; 20% Writing; By gender: Female-89% Math, 76% English, 49% Science, 45% Reading, 18% Writing; Male-79% Math, 71% English, 55% Science, 42% Reading, 21% Writing; By Ethnicity (4 students or less no scores): Hispanic: 91% Math, 64% English, 45% Science, 27% Reading, 18% Writing; White: 84% Math, 73% English, 53% Science, 44% Reading, 20% Writing. 6th grade: 2016-2017 ACT ASPIRE RESULTS: English 84%, Reading 59%, Writing 82%, Science 70%, Math 88%, 2015-2016: ACT Aspire/Subject Proficiency Results: Overall-87% Math; 84% English; 75% Science; 67% Reading; 63% Writing; By gender: Female-92% Math, 84% English, 73% Science, 70% Reading, 13% Writing; Male-81% Math, 83% English, 76% Science, 61% Reading, 36% Writing; By Ethnicity (4 students or less no scores): Hispanic: 60% Math, 80% English, 60% Science, 40% Reading, 40% Writing; White: 88% Math, 83% English, 75%	
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Literacy	Science, 67% Reading, 54% Writing. • (4th grade) Author's purpose, transitions, apostrophes, sentence structure, main idea, point of view, personification, dialogue, editing and paragraph structure are the weak areas. • (5th grade) Capitalization, spelling, punctuation, planning, revise, edit, compound-complex sentences, quoting text, central ideas and themes of text and analyze their development, summarize the key supporting details and ideas, and analyze the structure of texts- including how specific sentences/paragraphs relate to each other. • (6th grade) Conventions of Standard English including comma placement/appropriate pronouns, point of view, non-fiction text, sentence structure, capitalization, mechanics, and in-depth research are the weak areas for All Students and TAGG. For All Students but mainly TAGG Students, vocabulary is a weak area.	• (4th grade) Contributing factors include: lack of exposure to real-world text, and students not understanding when to infer and when to look for specifics. • (5th grade) Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. • (6th grade) Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics.
Math	• (4th grade) Two step problems, patterns (have to create), showing work, line plots, multi-step problems, time, and vocabulary for All Students and especially TAGG students are the weak areas. • (5th grade) Complete Equations, Rounding, Tell the Property, Re-grouping with Subtraction, Measurement (Open Response), Data Analysis and Probability (Multiple-Choice), and math vocabulary for All Students and especially TAGG Students are the weak areas. • (6th grade) Surface area, the number system, multiplication, explaining-justifying/retention,	• (4th grade) Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. • (5th grade) Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. • (6th grade) Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas.



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Science	real-world applications, and graphs for All Students and TAGG Students especially are the weak areas. • (4th grade) Areas of challenge include scientific investigation, evaluation of models, inferences, and experimental results. • (5th Grade) Scientific investigation, multi-step problems, and conversions are areas of challenge. • (6th grade) Scientific investigation, multi-step problems, and conversions are weak areas.	• Contributing factors for 4-6 include: Lack of consistency of science vocabulary, more alignment needed with science standards.
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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	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source		
1. Provide the following comprehension and instructional support: (4th) More emphasis on figurative language; better strategies for finding meaning in text; and provide All Students with more intense vocabulary instruction, and more hands-on technology to assist them with their reading comprehension. More daily practice, review, teacher modeling and peer examples will also be provided for all students, and implement Empowering Writers. (5th) Utilize small groups to concentrate on main idea; edit sentences daily for both All Students; use pull-out time more effectively; use more non-fiction text; continue to use Shurley Method; redos; reteaching; 1:1 tutoring; and more parent communication. (6th) Provide more grammar exercises, review of various points of view, apply inferencing across content areas and find new strategies for teaching main idea; in addition, for All Students teachers will provide more experiences and use smaller group instruction in class to focus on needs and use novels to enhance vocabulary consistently among all classes.	District Support-Empowering Writers PD training will be held in summer 2017. Materials and supplies will be purchased as needed. NSLA, PD, Title I, ELL	All English teachers	ACT Aspire Results Interim/Formative Assessment Results



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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	Melissa Moudy	STAR test results and growth reports
3. To improve reading comprehension, decoding skills, and fluency, electronic reading devices, audio books will be available for struggling readers to have access to grade level books. A paraprofessional (.5fte) will work under the direction of the Media Specialist to track student progress, assist in book selection, and monitor library activities.	District Support: Provide a paraprofessional for assistance-salary/benefits; Purchase of devices as needed. NSLA, Title I, ELL, District	Melissa Moudy, All teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2018-2019 based upon data: African American Students, ELL and Students with Disabilities.			
Black/African American			
1. Focus in basic foundational reading and writing skills.			
2. Provide more hands-on technology to assist them with their reading comprehension.			
White			
Economically Disadvantaged			
Hispanic/Latino			
Students with Disabilities			
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			
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.			



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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.	
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 as needed and participate and incorporate instructional strategies into lessons.	District Support: Purchase materials and supplies as needed; purchase substitutes-SUBTEACH. PD, NSLA, Title I, ELL	Houston Townsend, Math Teachers, Melissa Cox, Tara Thompson	ACT Aspire Results Interim/Formative Assessment Results	
2. Provide the following comprehension and instructional support: (4 th): Spiraling math homework, more practice on conversions in time and measurement, incorporate more real-world multi-step problems, use visual vocabulary, reteaching, and small group for those struggling most; (5 th) Work with support staff, and practice questions with combined SLEs, practice weak areas on starters, tutoring, small group instruction; (6 th) integrate more cross curriculum such as understanding graphs in Science and Social Studies; scaffold instruction, spiral review, tying addition to multiplication, pairing, remediate prior concepts not taught, more visual aids and modeling, and utilize	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	



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MobyMax.				
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	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: African American Students, 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	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students			
1. Science teachers will attend AIMS and other PD training as needed to address Next Generation Science Standards, etc.	District Support: Registration fees, Meals, Travel, Lodging, Substitutes, etc..., if needed. PD	Houston Townsend, 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: (4 th) Practicing scientific investigations skills will be conducted; (5 th and 6 th) Conduct more remediation in areas frequently missed and Moby Max will be utilized as needed for instructional support.	District Support: Purchase materials, supplies as needed; purchase MobyMax software. NSLA	Science Teachers	Interim/Formative Assessment Results ACT Aspire Result Interim/Formative Assessment Results
4. Incorporate ACT Aspire 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	ACT Aspire Result Interim/Formative Assessment Results



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Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2018-2019 based upon data: African American Students, ELL and Students with Disabilities.	
Black/African American	Hispanic/Latino
1. Incorporate more hands-on technology into curriculum. 2. Focus on Vocabulary.	
White	Economically Disadvantaged
English Language Learners	Students with Disabilities
1. Incorporate more hands-on technology into curriculum. 2. Focus on Vocabulary.	1. Incorporate more hands-on technology into curriculum. 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.	Houston Townsend, All Teachers, Melissa Cox, Tara Thompson	ACT Aspire Results Interim/Formative Assessment Results	
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	Houston Townsend, All Teachers	ACT Aspire Results Interim/Formative Assessment Results	
3. Grades 4-6 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	Houston Townsend, All Teachers, Jennifer Curry, Melissa Cox, Tara Thompson	ACT Aspire Result CWT Interim/Formative Assessment Results	



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teacher growth, and any required trainings.	if needed.	Arch Ford Consultants	
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 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: African American Students, ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
1. More one-on-one tutoring.			
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.	
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 perceptual data from parent surveys across grades 4-6, there will be emphasis on following results:				
Category	Data Analysis	Root Causes/Contributing Factors		
Data Collection:	Effective communication with parents regarding decisions within school is an area for focus.	Lack of communication with parents who are not able to attend Open-House and other parent meetings.		
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT				
Goals:	Possible Funding Source		Person/s Responsible/Position/Role	
Evidence-based Action Steps for All Students		Method for Monitoring/Evaluating		
1. Parents will have opportunities to contribute to the development of ACSIP and assist with the monitoring and adjustments of the ACSIP plans throughout the school year through parent meetings, surveys, emails, and attending PTO.			Paige McNulty; Lisa Corbin; Tara Thompson; Houston Townsend	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.	<u>District Support:</u> Purchase school messenger and parent materials and supplies. Title I, NSLA, District		Jennifer Curry; Houston Townsend, 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.	<u>District Support:</u> (2018-2019 school year-PD required) Materials, supplies will be purchased as well as presenter fees. PD		Paige McNulty; Lisa Corbin; Tara Thompson; Houston Townsend Guest Speaker: Thomas Pennington, ATU	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 4-6, the following results indicate the following:				
Category	Data Analysis		Root Causes/Contributing Factors	
Data Collection:	Conduct in 4th and 6th grades and vandalism in 5th grade are areas of concern. January is the month with most referrals.		Contributing factor for focus is needing a consistent staff use of the assertive discipline model.	
III. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION				
Goals:	Timeline:			
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.	<u>District Support:</u> Provide a resource officer-salary/benefits, purchase materials and supplies as needed.	Blake Herren; Houston Townsend	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
Faculty will be trained in the district crisis intervention plan and procedures.	District-salaries/benefits Title VI-salaries/benefits			
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.	<u>District Support:</u> Purchase Materials and Supplies as needed.	Taba Thurman	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
3. Reduce the number of discipline referrals will be an area of focus.		Houston Townsend, 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)? Targeted Subgroups/Populations for 2018-2019 based upon data: ELL and At-risk students.	
Black/African American	Hispanic/Latino
White	Economically Disadvantaged
English Language Learners	Students with Disabilities
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-Akins.—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	124 Males and 130 Females participated in the BMI Assessment: Males-Healthy and Underweight-71%; Males-Overweight-16.9%; Males-Obese-12.1%; Females-Healthy and Underweight- 52.3%; Females-Overweight- 20.8%; Females- Obese-26.9%.	- 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.		
Data Collection: APNA	APNA 2016-2017 Results: The areas to focus upon include alcohol, alcopops, and cigarettes.	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 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	Paige McAnulty; Jessica Hollis; 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; Houston Townsend	Student Health Index/BMI results Parent/Family Surveys APNA	
Ensure that physical activity promoting muscular strength and endurance.		Houston Townsend	CWT	



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flexibility, cardiorespiratory endurance, 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.		