



Pottsville Junior High School Improvement Plan

2018-
2019

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: _____ Date: _____

{Title} Superintendent

Approved: _____ Date: _____

{Title} Board President

Approved: _____ Date: _____

{Title} Board Secretary

Approved: _____ Date: _____

{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:	<ul style="list-style-type: none"> 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, 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% 	See below.



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	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • TENTATIVE ESSA SCORES 2017-2018: Overall Score-75.91-African American; Weighted 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: 	
<p>Literacy:</p>	<ul style="list-style-type: none"> • Weak trends and/or patterns continue to be evident in the following areas: 7th- key ideas and details, figures of speech, methods of analysis-TPCASTT and SOAPStone, production of writing-sentence formation and organization; 8th-writing and composing 	<ul style="list-style-type: none"> • 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, and lack of a



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	<p>essays, analyze text for meaning, and apply terms in analysis; 9th- conventions, reading, and motivation; and both 8th and 9th-direct examples from text, point of view, author's purpose, elaborating on evidence, and style. Most recent data 2016-2017 indicates that content specific vocabulary, functional text, note-taking and writing-multiple choice are areas of concern for both All Students and TAGG students.</p>	<p>consistent focus on multiple choice items/test-taking skills.</p>
<p>Math:</p>	<ul style="list-style-type: none"> Weak trends and/or patterns are evident in the following areas: 7th- all areas and operations involving fractions, basic math facts, terminology, measurement (open-response items) and measurement (multiple-choice); function tables, equations, scatter plots, analyzing data, distance & midpt; 8th- 9th-memorizing definitions, theorems, and postulates; word problems and order of operations; negative numbers, logical reasoning, critical thinking, geometry (open-response) and geometry (multiple-choice); multi-step problems, applying formulas, LCM of polynomials, PAF; Algebra-solving equations and inequalities and non-linear functions (open-response) and language of Algebra (multiple-choice), GCF, LCM, polynomial factoring, data interpretation, & real world application; Geometry-triangles, coordinate geometry, transformations (open-response) and coordinate geometry and transformations (multiple-choice), multi-step problems, equations, & higher order thinking; 9th only- fractions, ratios, proportions, statistics and probability, area of shaded part of circle, 	<ul style="list-style-type: none"> Contributing factors include: lack of content vocabulary, lack of test-taking skills, and lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum.



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	<p>equilateral triangle, nonessential information; 2016-2017 Data Analysis indicates the following: 7th-fractions (all areas and operations) for All Students and especially TAGG Students. 8th-finding area, distance between 2 points, polynomials, patterns in #'s, probability, and open-response for All Students and especially TAGG Students. Algebra I-word problems and order of operations without use of calculator for All Students and especially TAGG students. Geometry-memorizing definitions, theorems, and postulates.</p>	
Science:	<ul style="list-style-type: none"> Weak trends and/or patterns are evident in the following areas: 7th-understanding compounds/mixtures; 8th-Identifying parts of a good experiment-controls, constants, variables, reading, comparing information from one table to another, drawing conclusions, and multi-steps; 9th-connections to real-world. 	<ul style="list-style-type: none"> Lack of consistent terminology, and lack of instructional alignment; Need more alignment with Next Generation Science Standards.
Focus on Instruction:	<ul style="list-style-type: none"> Professional development to increase faculty knowledge on instructional strategies; more vertical and horizontal teaming to align K-12 curriculum and eliminate gaps in curriculum. 	<ul style="list-style-type: none"> Time-PD surveys indicate that faculty would like more time to meet and address curriculum concerns.



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-LITERACY

Goal/s: 1. To improve all students' writing skills, reading comprehension skills and vocabulary in all content areas. Timeline: August 2018-May 2019

Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
<p>1. To increase student performance, the following strategies will be implemented: 7th grade - more one on one, practice with different kinds of texts, more integration with other curriculums such as cross-curricular writing, use nursery rhymes/short excerpts, videos, etc..., smaller 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; video journals; and more questions that have the "better" choice. 8th grade- have students analyze their own results, utilize MobyMax, guide all students through written analysis-close reading and outline format-, develop theme and expand, and more one-on-one instruction; 9th grade- more visual cues and auditory together, more one-on-one individualized attention, peer tutoring, and after school tutoring; both 8th and 9th-starters; high five; 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 8th grade</p>	<p>District Support-Empowering Writers PD training will be held in summer 2017.</p> <p>PD-Registration fees; NSLA-Materials and Supplies</p>	<p>Kenny Bell; Shane Thurman; All Teachers</p>	<p>ACT and ACT Aspire Results</p> <p>Interim/Formative Assessment Results</p>



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remediation; All English classes will implement Empowering Writers.			
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.	<u>District Support:</u> NSLA: Provide a paraprofessional for assistance-salary/benefits; purchase of devices as needed.	Donna Stobaugh, All teachers	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.	<u>District Support:</u> District Funds and NSLA: Purchase of Renaissance/AR Program, Classroom Libraries and Library Books	Donna Stobaugh	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2018-2019 based upon data: ELL, 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		1. Provide students with hands-on technology to assist them with their reading comprehension.	



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<p>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.</p> <p>Program Evaluation: ELPA21 Test; Interim/Formative Assessment Results; ACT and ACT Aspire Results</p> <p>2. Provide ELL students with hands-on technology to assist them with their reading comprehension.</p> <p>3. Use 1:1 initiative to focus on individual reading and vocabulary.</p>	<p>2. Use 1:1 initiative to focus on individual reading and vocabulary.</p>
<p>Homeless/Foster/Migrant</p>	<p>At-risk Students</p>



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-MATH			
Goal/s:	1. Develop lesson plans or projects to increase all students' mathematical reasoning achievement as it relates to each subject and applies to real-life situations. Timeline: August 2018-May 2019		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Math teachers will attend PD and participate and implement instructional strategies -MDC training-Arch Ford as needed.	<u>District Support:</u> PD, NSLA, ELL -Purchase materials and supplies as needed; purchase substitutes-SUBTEACH.	Kenny Bell, Melissa Cox, Math Teachers, 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: 7th grade - quizzes (every other lesson), online tutors, project-based lessons, review day, peer work, exit slips, more time spent on challenging (better pacing), incorporate geometry and measurement throughout the year, more hands-on real-world situations; 8th grade - peer tutoring and mastery lessons, using higher order thinking assignment, integrate negative numbers into current content, focus on algebra, provide quality practice and not quantity, teach test taking strategies of eliminating and underlining, and focus on real world applications and paying attention to detail; Algebra and Geometry-quizlet, daily starters, spiral reviews, tutoring during homeroom, exit	<u>District Support:</u> NSLA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results CWT



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<p>ticket; Algebra - focus on open-response during "math week", push vocabulary of algebra in all content areas; Geometry - more examples and practice with Triangles and Open-response, and spiraling.</p>			
<p>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.</p>	<p><u>District Support:</u> NSLA-Purchase materials and supplies as needed.</p>	<p>Math Teachers</p>	<p>ACT and ACT Aspire Results Interim/Formative Assessment Results</p>
<p>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, African American Students and Students with Disabilities.</p>			
<p>Black/African American</p>		<p>Hispanic/Latino</p>	
<p>1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.</p>			
<p>White</p>		<p>Economically Disadvantaged</p>	
<p>English Language Learners</p>		<p>Students with Disabilities</p>	
<p>1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.</p>		<p>1. Focus on Vocabulary. 2. Use hands-on technology to focus on math analysis skills.</p>	
<p>Homeless/Foster/Migrant</p>		<p>At-risk</p>	



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE			
Goals:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2018-May 2019		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Science teachers will attend AIMS and other PD training as needed to address Next Generation Science Standards, etc.	<u>District Support:</u> PD, NSLA, ELL Registration fees, SubTeach, Meals, Travel, Lodging if needed.	Science Teachers, Kenny Bell, Shane Thurman	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, at home labs, reviewing charts, graphs, and tables; 8th-exit slips, future labs-students will be asked to identify concepts, 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.	<u>District Support:</u> NSLA- Materials and Supplies	Science Teachers	ACT and ACT Aspire Results Formative/Interim Assessments CWT
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, African American Students and Students with Disabilities.			
Black/African American		Hispanic/Latino	
1. Incorporate more hands-on technology into the curriculum.			



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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. 2. Emphasize content vocabulary-word walls, etc.	1. Incorporate more hands-on technology into the curriculum. 2. Emphasize content vocabulary-word walls, etc.
Homeless/Foster/Migrant	At-risk



I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-FOCUS ON INSTRUCTION

Goal/s:	1. In order to improve student achievement and proficiency/readiness levels on classroom, interim and state-mandated assessments, instruct all students in research-based high yield instructional strategies. Timeline: August 2018-May 2019		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Teachers will meet in vertical/horizontal meetings to evaluate test data, common assessments, and interim assessments to adjust curriculum accordingly.	<u>District Support</u> PD-Release days will be provided to teachers to discuss interim assessments/assessment wall data. NSLA, ELL-Materials and supplies will be purchased as needed.	Kenny Bell, Shane Thurman, All teachers, Melissa Cox, Tara Thompson	Interim/Formative Assessment Results ACT and ACT Aspire Results CWT
2. Develop Academic/Student Success Plans for students who are not achieving at grade level based upon state-mandated assessments.	<u>District Support:</u> NSLA, ELL Materials and Supplies will be purchased as needed.	Kenny Bell, Shane Thurman, Teachers	STAR test results and growth reports 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	Interim/Formative Assessment Results ACT and ACT Aspire Results
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



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<p>5. Technology will be incorporated into instruction to increase student academic achievement.</p>	<p><u>District Support:</u> NSLA, ELL- SmartBoards, iPads, Chromebooks, etc..., will be purchased as needed.</p>	<p>All teachers, Jennifer Curry</p>	<p>Interim/Formative Assessment Results ACT and ACT Aspire Results CWT</p>
<p>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.</p>	<p><u>District Support:</u> PD-Registration Fees, Release Days, Arch Ford Consortium Fee, Substitutes/Subteach, Lodging, Meals, Travel, PD, NSLA, ELL-Materials and Supplies if needed.</p>	<p>All teachers, Jennifer Curry, Tara Thompson, Melissa Cox, Arch Ford</p>	<p>Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT</p>
<p>7. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, vocabulary.com, etc.).</p>	<p><u>District Support:</u> NSLA-purchase software – Vocabulary.com.</p>	<p>All teachers</p>	<p>Interim/Formative Assessment Results ACT and ACT Aspire Results ELPA 21 CWT</p>
<p>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, African American Students and Students with Disabilities.</p>			
<p>Black/African American</p>		<p>Hispanic/Latino</p>	
<p>1. More one-on-one tutoring.</p>			
<p>White</p>		<p>Economically Disadvantaged</p>	
<p>English Language Learners</p>		<p>Students with Disabilities</p>	
<p>1. More one-on-one tutoring.</p>		<p>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.</p>	
<p>Homeless/Foster/Migrant</p>		<p>At-risk</p>	



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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:	<ul style="list-style-type: none"> Communication with parents regarding their views when school decisions are made is an area of weakness. 	<ul style="list-style-type: none"> Contributing factors for these weak areas have been determined to be the lack of communication in school expectations for students.

II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT

Goal/s: 1. Collaborate with parents, families and the community to enhance and support student achievement and safety.

Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE. Parent Barriers will also be reviewed.	<u>District Support:</u> (2018-2019 school year-PD required) Materials, supplies will be purchased as well as presenter fees.	Tara Thompson, Guest Speaker: Thomas Pennington-ATU	Agenda, Sign-in Sheets Parent/Family Surveys
2. To increase parent and family engagement and student achievement, parents and/or guardian will be informed of absentees, 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 (NSLA).	Kenny Bell, Shane Thurman, Sandy Alexander, LaDonna Butts, Jennifer Curry, Teachers	Parent/Family Surveys

Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?



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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



III. COMPREHENSIVE NEEDS ASSESSMENT FOR SCHOOL SAFETY AND FAMILY ENGAGEMENT

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	<ul style="list-style-type: none"> Reducing the number of discipline referrals is an area for improvement especially in the area of insubordination. 2016 Attendance rate = 95.63%; and 2016 Graduation rate = 95.37 percent for All Students (met AMO) and 90.00 percent for TAGG (did not meet AMO); 2016-2017 APNA (Arkansas Prevention Needs Assessment) results (areas to focus upon): alcohol, alcopops, and cigarette usage. 	<ul style="list-style-type: none"> Contributing factor for focus is needing a consistent staff use of the assertive discipline model.

III. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION

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

Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Implement activities to encourage character education such as Red Ribbon Week, classroom guidance, drug awareness, bullying procedures and prevention for students and teachers.	<u>District Support:</u> Purchase materials and supplies as needed.	Julie Stroud	APNA Results, Discipline Reports, Absentee Reports
2. A resource officer will assist in providing a safe and drug-free school environment.	<u>District Support:</u>	Tim Overturf, Kenny Bell, Shane Thurman, Larry Dugger	Discipline Reports, APNA Results, Absentee Reports



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<p>Faculty will be trained as needed in the district crisis intervention plan and procedures.</p>	<p>Provide a resource officer-salary/benefits; Purchase materials and supplies as needed.</p>		
<p>3. A Career Action Planning (CAP) program will be implemented to help students and their parents explore educational and occupational possibilities and to make appropriate career decisions and to increase the graduation rate. Advisory periods will be built into the schedule. Teachers will receive training in CAP's methods, curriculum materials and parent involvement. Upcoming 10th graders will meet with their High School CAP advisor in the spring to promote an easy transition from Jr. High to HS.</p> <ul style="list-style-type: none"> •All Students (including upcoming 10th graders) and their parents will attend an annual CAP conference with the students CAP advisor to review their career portfolio, set career goals, and to determine appropriate course selection. Advisors will contact parents by phone and send out a reminded letter. • Advisors will be sent grade updates on the students in their advisory group by eSchool to better address the individual students' needs. 	<p><u>District Support:</u> PD training as needed, materials and supplies will be purchased as needed.</p>	<p>Julie Stroud, Teachers</p>	<p>CAPS/Parent/Family Survey</p>
<p>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.</p>			
<p>Black/African American</p>		<p>Hispanic/Latino</p>	
<p>White</p>		<p>Economically Disadvantaged</p>	



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English Language Learners	Students with Disabilities
<p>1. Parents/families will receive information/forms in other languages as needed. 2. An ELL instructor will assist in communicating information to non-English-speaking parents/families-ideas and strategies to promote student achievement and growth.</p>	
Homeless/Foster/Migrant	At-risk
	<p>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.</p> <p>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: Kenny Bell, Julie Stroud, Tracy Simpson, Tara Thompson</p>



IV. 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: SHI/BMI	<ul style="list-style-type: none"> 72 Males and 46 Females participated in the BMI Assessment: Males-Healthy and Underweight - 47.2%; Males-Overweight-23.6%; Males-Obese-29.2%; Females-Healthy and Underweight- 54.3%; Females-Overweight-30.4%; Females-Obese-15.2%. 	<ul style="list-style-type: none"> Lack of exercise at home; more video games being played.
Data Collection: APNA	<ul style="list-style-type: none"> APNA 2016-2017 Results: The areas to focus upon include alcohol, alcopops, and cigarettes. 	<ul style="list-style-type: none"> Peer pressure, instant gratification may be influencing APNA results.

IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS

Goals/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 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.	<u>District Support:</u> Materials and supplies will be purchased as needed.	Jennifer Deramus, Tara Thompson, Kathy Cynova, Cathy Heflin	SHI Results



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<p>2. Teachers will receive training and/or instruction on health/wellness (ACT 1220).</p>	<p><u>District Support:</u> Materials and supplies purchased as needed; PD-registration fees, etc..., if needed.</p>	<p>Kenny Bell, Shane Thurman, Kathy Cynova, Tara Thompson</p>	<p>APNA Results SHI Results</p>
<p>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.</p>		<p>Kenny Bell, Shane Thurman</p>	<p>CWT</p>
<p>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.</p>			
<p>Black/African American</p>		<p>Hispanic/Latino</p>	
<p>White</p>		<p>Economically Disadvantaged or Welfare</p>	
		<p>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.</p>	
<p>English Language Learners</p>		<p>Students with Disabilities</p>	
<p>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.</p>			



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Homeless/Migrant	At-risk
<ol style="list-style-type: none">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.	