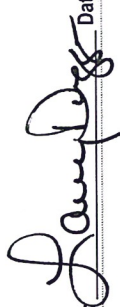


Mission Statement

It is the mission of Pottsville High School to provide a safe, positive atmosphere in which students are given the opportunity to receive a quality education and are encouraged to reach their potential as individuals and life-long learners in a global society. We believe this mission must be reached by providing a coordinated curriculum and by incorporating the community and its resources, including parents, as vital team members.

Approvals

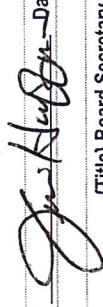
This School Improvement Plan was prepared by Pottsville Elementary Faculty, District Faculty and Pottsville Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This Improvement Plan supports ESSA and will be reviewed annually and/or as needed.

Approved:  Date: 3-18-21

{Title} Superintendent

Approved:  Date: 3-18-21

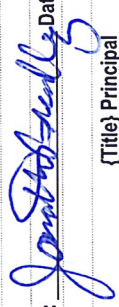
{Title} Board President

Approved:  Date: 3-18-21

{Title} Board Secretary

Approved:  Date: 3.18.21

{Title} District SLIP Chair/Process Manager

Approved:  Date: 3-18-21

{Title} Principal

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:	2020-2021 ACT Aspire: 2020-2021 CWT: Areas to improve upon include: cooperative learning; providing hands-on activities; student engagement; provide more consistent feedback; and provide more evaluation activities in Bloom's (should increase with lifting of COVID restrictions). 2018-2019: ACT Aspire: English 72.6%; Math 42.5%; Science 49.6%; Reading 52.2%. 2018-2019 ESSA Score and lowest subpopulation in each component: Overall Score-74.8-ELL; Weighted Achievement-ELL; Growth-Hispanic/ELL; Graduation-SWD; SOSS-ELL. ELPA21 2018-2019: 10th-4 progressing; 11th-1 proficient; 12th-2 progressing. 2019 CWT: N/A 2018 CWT Results: Need to provide more opportunities for student-led instruction/presentations; incorporate more generating/testing hypothesis within lessons; and use more analysis and evaluation levels of questioning. 2018 ELPA.21 Scores: 1 Emerging, 6 Progressing, 1 Proficient. ESSA Scores and subgroup with lowest score: Overall-73.17-ELL; Weighted Achievement-61.47-ELL; Growth Score-82.22; and SOSS- 57.05-ELL and SWD; Reading at Grade Level (ELL and SWD); Growth in Science-SWD; Science Achievement-SWD 2017-2018 ACT ASPIRE RESULTS: English 82%; Reading 51%; Science 50%; Math-40%.	See below.
Literacy:	2020-2021: STAR Results-N/A 2020-2021: ACT ASPIRE areas to improve upon: 2019 ACT Aspire Weakest Skill/Areas: 10th English: Production of Writing (Males scored lowest) 10th Reading: Craft and Structure (Males scored lowest) Weak trends and/or patterns are evident in the following areas: 10th grade-reading and writing ACT Aspire-multiple-choice, reading comprehension, constructed response; 11th grade- grammar (a lack of ability to articulate the WHY for our language rules); 12th grade-reading comprehension, punctuation, spelling, organization and support of an argumentative essay, and general study skills. Memorization of classic lines from Shakespeare seemed to be a problem	Contributing factors include: 10th grade and 11th grade: lack of grammar retention, 12th grade: lack of etymology skills/content vocabulary. Additional factors overall include: language comprehension/acquisition.
Math:	2020-2021: ACT ASPIRE areas to improve upon: 2019 ACT Aspire Weakest Skill/Areas: 10th Math: Functions/Algebra/Geometry (Functions and Algebra-Males scored lowest; Geometry-Females scored lowest) Weak trends and/or patterns continue to be evident in the following areas: algebra, functions, statistics and probability, graphing functions and interpreting, solving quadratic equations using different methods, understanding and using rational exponents, rewriting expressions using radicals and rational exponents, knowing formulas for volumes of cones, cylinders, and spheres and using them to solve real-world problems, and using coordinates to find perimeters of polygons and areas of different shapes (applying the distance formula), preparing for	Contributing factors include: 10th grade-lack of total instructional alignment, 11th grade-lack of real-world application (Algebra II); 12th grade-lack of consistent vocabulary.
Science:	2020-2021: ACT ASPIRE areas to improve upon: 2019: ACT Aspire Weakest Skill/Areas: Interpretation of Data (Females scored lowest) Weak trends and/or patterns are: data analysis, open-response, reasoning, and process-based questioning.	Contributing factors include: 10th grade-lack of consistent terminology, 11th grade-lack of instructional alignment and terminology; 12th grade-lack of consistent vocabulary.

Instruction:	Professional development to increase faculty knowledge on instructional strategies; more vertical and horizontal teaming to align K-12 curriculum and eliminate gaps in curriculum.	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

1. To improve all students' writing skills, reading comprehension skills and vocabulary in all content areas. Timeline: August 2021-May 2022			
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Comprehension and instructional strategies will focus on reading current events activities during enrichment; analyze text by creating a list of text used as you teach. Empowering Writers curriculum will be taught and implemented in English classrooms. 10th grade-Teachers will create notes outlines to teach note-taking skills and use vocabulary.com to promote vocabulary skills. 11th grade-Meet more in horizontal/vertical teams to come up with strategies and establish department heads; 12th grade-teachers will focus on roots of content area vocabulary (classroom stream) and using when applicable vocabulary.com, quizlet, and other materials.	District Support-Empowering Writers PD training will be held as needed. PD-Registration fees: ESA-Materials and Supplies	English Teachers/All Teachers-current events	ACT and ACT Aspire Results Interim/Formative Assessment Results
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 ESA-Materials and Supplies District-Renaissance Program	Amy Whorton, Media Specialist; All English Teachers	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, overdrive, playaways and bookshare.	District Support: Purchase of devices as needed. ESA-Materials and Supplies	Amy Whorton, Media Specialist; All Teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT and ACT Aspire Results
4. To improve reading comprehension, decoding skills, and fluency, Science of Reading Training will be incorporated in all classrooms. 10-12 Faculty will attend Module Training through Arkansas Ideas. High School SPED faculty will attend RISE Training through Arch Ford Co-op.	District Support: Purchase of materials and supplies as needed. ESA-Materials and Supplies	All Certified Staff	ACT and ACT Aspire Results Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? For all subgroups, internet access will be available before and after school and during lunch.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
Homeless/Migrant		At-risk Students	

POTTSVILLE HIGH SCHOOL LITERACY PLAN

MISSION:

It is the aim of Pottsville School District in partnership with the core values and hopes of our community to create a learning environment that will produce lifelong learners, productive citizens, and successful contributing members of a global society.

INTRODUCTION:

The Pottsville School District Literacy Plan encompasses family and community engagement, professional development, research, assessments and interventions, and the overall critical work needed to ensure each student reaches or exceeds grade level benchmarks and standards in reading and comprehension.

POTTSVILLE SCHOOL DISTRICT PARENT AND FAMILY ENGAGEMENT:

To promote an increase in student literacy skills, a strong partnership with parents/families is crucial. Every five weeks, progress reports are given to parents/families to keep them informed of their child's performance. Parents/families are also provided data about their child through fall and spring parent/family/teacher conferences, emails, phone calls, etc. Interpreters are provided for parents/families who may need them. Monthly school newsletters, parent/family supportive literacy workshops, and books/tapes/manipulatives found in the parent/family centers in each building provide additional information on the ways parents/families may support their child to reach grade level achievement.

POTTSVILLE SCHOOL DISTRICT-LITERACY PROFESSIONAL DEVELOPMENT:

Each year, the District sets aside 10 days of professional development. During this time, our staff meets vertically and horizontally to determine weak areas from one grade level to the next and from one content area to the next. Academic vocabulary and weak areas in literacy are discussed and action plans developed to implement in the classrooms. Action plans are discussed each month in SLIP (School-level Improvement Plans) meetings and Assessment Wall meetings for adjustments and continuous review. Literacy teams in each building along with district curriculum leaders collaborate with colleagues to assist in aligning standards with instruction, assessments, and materials, to engage all teachers in reflection and participation around evidence-based practices in literacy such as Marzano's Art and Science of Reading guide. Our Arkansas Department of Education/Division of Secondary and Elementary schools has also implemented a state-wide research-based reading focus to assist schools with the growing problem in student reading and comprehension-Science of Reading. Our K-2 faculty have attended LETRS training (Arch Ford Co-op), our 3-6 and SPED teachers have attended RISE training (Arch Ford Co-op), and the remaining faculty have watched videos/modules on Arkansas Ideas to gain background knowledge in morphology, syntax, and strategies, etc..., to assist students in the classroom. The Science of Reading is an on-going training that will be provided each school year as needed.

POTTSVILLE HIGH SCHOOL:

The main focus in 10-12 grade levels is to strengthen reading comprehension and literacy skills in general across the curriculum. Literacy development and any gaps in reading are monitored regularly through scheduled reading and interim assessments in core subject areas. Struggling readers receive appropriate interventions in areas of need: phonological awareness, decoding, fluency, and/or comprehension.

High School-Assessing Literacy Proficiency: IXL and AP Classroom (My AP) are examples of assessments used.

High School Curriculum and Instructional Resources (including interventions): Google Classroom is a tool used for making instructions available at all times. In addition, IXL is also employed as an intervention strategy. The Norton Introduction to Literature 13th high school edition and Literature and Composition by Jago, Shea, Scanlon, and Aufses are examples of texts used. Other strategies include: Socratic Seminar/Inner-Outer Circle.

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 2021-May 2022		
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 as needed. In addition: 10th grade-Teachers will create notes outlines to teach note-taking skills; 11th grade-Meet more in grade levels/vertical teams to come up with strategies and establish department heads; 12th grade-teachers will focus on roots of content area vocabulary (classroom stream) and using when applicable vocabulary.com, quizlet, and other materials.		District Support: - PD, ESA, ELL -Purchase materials and supplies as needed: purchase substitutes-SUBTEACH.	Jonathan Bradley, Principal; Greg Coffman, Asst. 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. The following instructional practices will also be implemented: More real-world applications will be incorporated into lessons, assignments, and projects; consistent mapping; re-testing; more direct integration; scheduling of curriculum; implementation of effective open response strategies; provide more examples and practice with triangles and open-response; more student-led examples/instruction.		District Support: - ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results
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: - ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results
4. Provide more hands-on examples of three-dimensional volume and surface area, practice plotting points and video tutorials.		District Support: - ESA-Purchase materials and supplies as needed.	Math Teachers	ACT and ACT Aspire Results Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? For all subgroups, internet access will be available before and after school and during lunch.				
Black/African American			Hispanic/Latino	
White			Economically Disadvantaged	
English Language Learners			Students with Disabilities	
Homeless/Foster/Migrant			At-risk	

I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE				
Goal/s:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2021-May 2022			
	Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
	1. Science teachers will attend AMS and other PD training as needed to address Next Generation Science Standards, etc. In addition: 10th grade-Teachers will create notes outlines to teach note-taking skills; 11th grade-Meet more in grade levels/vertical teams to come up with strategies and establish department heads; 12th grade-teachers will focus on roots of content area vocabulary (classroom stream) and using when applicable vocabulary.com, quizlet, and other materials.	District Support: PD, ESA, ELL Registration fees, SubTeach, Meals, Travel, Lodging if needed.	Science Teachers: Jonathan Bradley, Principal; Greg Coffman, Asst. Principal	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
	3. Science teachers will continue utilizing the wheel period and class time to review topics in areas of weakness.		Science Teachers	Formative/Interim Assessments
	4. Incorporate ACT test prep materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons.	District Support: ESA, ELL Purchase Materials and Supplies as needed.	Science Teachers	ACT and ACT Aspire Results Formative/Interim Assessments
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? *For all subgroups, internet access will be available before and after school and during lunch.				
Black/African American			Hispanic/Latino	
White			Economically Disadvantaged	
English Language Learners			Students with Disabilities	
Homeless/Foster/Migrant			At-risk	

II. COMPREHENSIVE NEEDS ASSESSMENT FOR PARENT/FAMILY ENGAGEMENT

Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from parent surveys, the following results were shown.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2020: Parent/family surveys indicate they would like better communication about events and more prompt responses regarding student concerns. 2018-2019: Parent/family surveys indicated that parents would like to be better informed through web pages and eSchool regarding their children's education (update). Parent surveys also showed a concern about needing teachers to respond more promptly to their emails. A third concern was that parents expressed they would like a better understanding of school programs and operations. 2017-2018: Parent/family surveys showed prompt communication with parents and parents wanting more input in school decisions are two main areas of focus.	2020: Covid and additional demands/duties

II. PRIORITY TWO- SUPPORT FAMILY AND COMMUNITY ENGAGEMENT

Goals/s:	1. Collaborate with parents, families and the community to enhance and support student achievement. Timeline: August 2021-May 2022	Person's Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source		
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, Federal Programs Coordinator; Abby Falls, SLIP Chair; Annette Bewley, Family/Community Engagement Coordinator,	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, etc.	<u>District Support:</u> Purchase school messenger and parent materials and supplies (ESA).	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; All Teachers	Parent/Family Surveys

Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? *For all subgroups, internet access will be available before and after school and during lunch.	
Black/African American	Hispanic/Latino
White	Economically Disadvantaged
English Language Learners	Students with Disabilities

III. COMPREHENSIVE NEEDS ASSESSMENT FOR SCHOOL, SAFETY AND CHARACTER EDUCATION					
Based on a Comprehensive Needs Assessment that reflects analysis and review of disciplinary referrals, attendance reports and personal data across grades 10-12, the following grades were indicated:					
Category	Data Analysis		Root Causes/Contributing Factors		
Data Collection: Character Education	2020-2021: Tardies/Absences--Most tardies occur 1st period for all grade with males being tardy the most in 10th and 11th and an equal number of males/females for 11th. The most tardies occur in March/2nd semester. 2020-2021: Disorderly conduct--10th grade has the most; November is the month with the most referrals and mainly males overall. 2020-2021: APNA--concerns with alcohol, vaping, nicotine, any vaping... 2019 Discipline: Absenteeism/Tardies--12th, Insubordination and Profanity 11th; and Insubordination--10th. Males overall have the most referrals 10-12. 2019 APNA: alcohol, tobacco, alcopops, marijuana, and vaping--especially. 2019 Absenteeism/Tardies: 12th Grade: Absenteeism/Females and Tardies/Males (April is the month most 12th graders miss days.); 11th grade and 10th grade: Males overall miss the most (late January-February are the months when most 10th/11th graders miss). Tardies: 10-12: 1st period has the most tardies. 2018 Discipline Results: cell phone use in all grade levels was the biggest concern; profanity was 2nd, and insubordination was 3rd. 2017-2018 APNA: alcohol, tobacco, alcopops, and marijuana usage are concerns. Vaping is also a concern. 2017-2018 Absentee Results: More boys in Grades 10 and 11 are absent while more girls are absent in Grade 12. January is the month with most absences. 2018-2019: Parent Surveys indicate that 94% feel safe at school. 2017-2018 Parent Surveys indicate that 93% feel safe at school.		2020-2021: Consequences not enforced; teenage sleep habits; school climate; for discipline-right before holidays. 2019: Instant gratification; parents leaving home before students; peer pressure. 2018: Faculty may need more PD in classroom management-talking. Many parents/guardians leave their home prior to student driving or going to school. Peer pressure, instant gratification may be influencing APNA and discipline results.		
Data Collection: School Safety			2019: Growing concern on television for school shootings. Some parental comments indicated that they worry about some outside doors not being locked.		
IV. PRIORITY THREE-SUPPORT SCHOOL, SAFETY AND CHARACTER EDUCATION					
Goals:	1. Develop and implement school-wide programs that build on student character traits and enhance student academic achievements.				
	Timeline: August 2021-May 2022	Possible Funding Source	Responsible Party		
	1. Implement activities to encourage character education such as Red Ribbon Week, classroom guidance, drug awareness, profanity issues, bullying procedures and teen suicide and prevention for students and teachers. Action plan for tardies/absences/discipline: Remind/absences led to taking semester tests; send school messenger to parents of students missing 1st period (unless parent has called before 8:00 am) AND a call for absences 10-4th and an afternoon call for those absent 30-4th, consistency on tardies and develop program for students to complete during ISS; enforce consequences of tardies (4 tardies = 1 absent); be welcoming and safe-more open to students and their concerns and provide more interventions through IEP. More information and educational programs on alcohol and vaping and more consistent consequences.	District Support: Purchase materials and supplies as needed.	Mark Lee, Counselor; Tim Overturf, Resource Officer; Student Council, Kristian Ham, Teacher, Jessica Hollis, School Nurse; Guest Speaker on Bullying; Morgan Nick Foundation.	APNA Results, Discipline Reports, Absentee Reports	
	2. Other actions include to increase student recognition (being caught good, all teachers post SM and TV, include student activities on announcements including student/athlete play of the game/dub or competition wins/community service/senior walk-through/TV awards ceremony; increase student awards-honor roll/no tardies (vaping carnival, 9 week celebrations/TV, community sponsor awards like gift cards/drawings for honor roll, absences, no tardies) and assemblies that are fun (no lectures).				
	3. Increase student involvement-dub promotion (booths); field trips; guest speakers; talent shows; competitions-intramurals, trivia, math estimation jars, faculty baby pics guess; scavenger hunts; PHS Days; reveal dress code as some things are no longer considered distractions in the world our students live and function in--i.e. hair color.				
	2. A resource officer will assist in providing a safe and drug-free school environment as well as enforce school rules/procedures--cell phone usage.	District Support: Provide a resource officer/safety/baggage purchase materials and supplies as needed.	Tim Overturf, Resource Officer, Jonathan Bradley, Principal, Greg Colman, Asst. Principal, All teachers; Guest Speaker for PD, Criminal Justice Institute from Little Rock	Discipline Reports, APNA Results, Absentee Reports	
Faculty will be trained as needed in the district crisis intervention plan and procedures.			Discipline Reports, APNA Results, Absentee Reports		
3. Monitor hallways and bathrooms between classes; encourage students and provide a positive experience at school.			CAPS/ASAP/Parent/Family Survey		
4. A Career Action Planning (CAP-ASAP) 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 CAPS/ASAPS methods, curriculum materials and parent involvement. Upcoming 10th graders will meet with their High School CAP/ASAP advisor in the spring to promote an easy transition from Jr. High to HS.	District Support PD training as needed, materials and supplies will be purchased as needed.	Tim Overturf, Resource Officer, Jonathan Bradley, Principal, Greg Colman, Asst. Principal, All teachers; Mark Lee, Counselors, All Teachers			
-All Students (including upcoming 10th graders) and their parents will attend an annual CAP/ASAP conference with the students CAP/ASAP 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 reminder letter.					
-Advisors will be sent grade updates on the students in their advisory group by eSchool to better address the individual students' needs.					
Supporting the district's Comprehensive Needs Assessment (CNA) and the district's Strategic Plan (SP) are the district's priority goals and objectives.					
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IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS				
Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from surveys and reports, the following results were shown. Based on a Comprehensive Needs Assessment, the most recent results shown:				
Category	Data Analysis	Root Causes/Contributing Factors		
Data Collection:-BMI/SHI	2020 SHI: Module 11 Community Involvement and Module 7 on Social/Emotional Climate 2019 SHI: Module 9 (Health Promotion); and Module 11 (Community Involvement). 2019 BMI: 10th grade, 19 males and 7 females participated in the BMI Assessment. Males-68.4% Healthy/Underweight and 31.6% Overweight. Females-N/A (not enough participation). 50 males and 40 females participated in the BMI Assessment. Results: Males-Healthy/Underweight-46%; Males-Overweight/Obese-54%; Females-Healthy/Underweight-77.5%; Females-Overweight/Obese-22.5%. 2018 SHI Results: Module 8 (Physical Environment); Module 9 (Health Promotion); and Module 11 (Community Involvement).	-Lack of exercise at home; more video games being played. -More implementation of physical activity needed through the help of parents, faculty, and the community. -More training needed to promote a healthier lifestyle.		
Data Collection:-APNA	2020 APNA-alcohol, vaping nicotine, and vaping in general. 2019 APNA: alcohol, tobacco, alcopops, and marijuana usage are concerns. Vaping is also a concern. 2018 APNA Results: alcohol, alcohol pops, and tobacco are top concerns.	-Peer pressure, instant gratification may be influencing APNA results.		
V. 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 2021-May 2022			Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role		

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. Module 11 Actions: Establish a program that provides opportunities for student involvement with community organizations and establish resources and programs for community involvement in school health initiatives and in improving student health-vaping discussions. Be welcoming and safe-more open to students and their concerns and provide more interactions through lifeline. More information and educational programs on alcohol and vaping and more consistent consequences. 2. Other actions include to increase student recognition (being caught good; all teachers post SM and TV, include student activities on announcements including student/athlete play of the game/club or competition wins/community service/senior walk-throughs/TV awards ceremony; increase student awards-honor roll/no absences (spring carnival, 9 week celebrations/TV, community sponsor awards like gift cards/drawings for honor roll, absences, no tardies) and assemblies that are fun (no lectures). 3. Increase student involvement-club promotion (booths); field trips; guest speakers; talent shows; competitions-intramurals, trivia, math estimation jars, faculty baby pics guess; scavenger hunts; PHS Days; revisit dress code as some things are no longer considered distractions in the world our students live and function in--ie. hair color.	<u>District Support:</u> Materials and supplies will be purchased as needed.	Abby Falls, SLIP Chair: Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food/Nutrition Director; Jessica Hollis, Nurse; Mark Lee, Counselor; Chance Johnson, Athletic Director; all Faculty.	SHI Results Parent Survey
2. Teachers will receive training and/or instruction on health/wellness (ACT 1220). Hydration will be the focus.	District Support: Materials and supplies purchased as needed; PD-registration fees, etc...., if needed.	Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Kathy Cynova, Food/Nutrition Director; Tara Thompson, Federal Programs Coordinator; Chance Johnson, Athletic Director	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.		Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Chance Johnson, Athletic Director	CWT
4. Increase participation in Community Garden.-- A community garden group led by K. VanEs during enrichment will assist with the functioning and maintenance of the garden.		All faculty, Jonathan Bradley, Principal; Greg Coffman, Asst. Principal; Tina Taylor, Garden Coordinator; Kellie VanEs, Garden Coordinator; Casey Beavers, Agriculture--grants.	SHI Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? For all subgroups, internet access will be available before and after school and during lunch.			
Black/African American			
Hispanic/Latino			
Economically Disadvantaged or Welfare			
White			

	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. 4. Provide food and hygiene products at school and for students to take-showers, washer, and dryer available
English Language Learners	Homeless
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.	1. Provide food and hygiene products at school and for students to take-showers, washer, and dryer available
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. 4. Provide food and hygiene products at school, allow students to take showers, use dryers/washers, provide storage when needed.	