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2020

Pottsville School District-Building Support

Plan

Mission Statement

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.

Approvals

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

Approved:



Date: 3-26-19

{Title}

Superintendent

Approved:

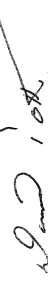


Date: 3-26-19

{Title}

Board President

Approved:



Date: 3-26-19

{Title}

Board Secretary

Approved:



Date: 3-26-19

{Title}

District ACSIP Chair/Process Manager



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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:	2019 ACT 84% English; 58% Reading; 60% Science; and 68% Math. 2019 ELPA21 2019 CWT –Higher level thinking-evaluation and synthesis levels 2018 ACT Aspire Results: District ACT Readiness Levels/Subject Proficiency Levels are as follows: District (English 86%, Math 68%, Science 59%, Reading 57%); 2018 ELPA21 Results: K-3 (2 Emerging, 17 Progressing, 10 Proficient); 4-6 (0 Emerging, 10 Progressing, 5 Proficient); 7-9 (2 Emerging, 13 Progressing, 1 Proficient); 10-12 (1 Emerging, 6 Progressing, 1 Proficient). 2018 CWT results indicate: Need to incorporate more student-led instruction and cooperative group learning; include more generating and testing hypothesis examples; and include more analysis and evaluation levels of questioning.	See below.
Instruction:	Professional development to increase faculty knowledge on instructional strategies; more vertical and horizontal	Time-PD surveys indicate that faculty would like more time to meet and address curriculum concerns.



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	teaming to align K-12 curriculum and eliminate gaps in curriculum.		Contributing factors include lack of etymology skills and content vocabulary across the curriculum; lack of DOK training, and lack of a consistent writing program K-12.
Literacy:	Vocabulary-context clues; syllabication for spelling, POV, and main idea; reading: vocabulary, inferring, analyzing text and functional text; Writing: content and style, grammar-editing skills, sentence patterns, multiple-choice for writing, open response.		
Math:	Vocabulary, real-world applications, fractions, measurement, multistep problems, geometry, algebra, and triangles.		Common contributing factors include lack of consistent math terminology, lack of content vocabulary, lack of test-taking skills, lack of application of formulas, lack of instructional alignment, lack of hands-on/real world activities in the classroom and across the curriculum, and lack of instructional time/curriculum pacing.
Science:	Vocabulary, multi-step problems, scientific investigations, inferences, and evaluation of models.		Contributing factors include: lack of consistent terminology, and lack of instructional alignment; Need more alignment with Next Generation Science Standards.
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT Timeline: August 2019-May 2020			
Goals:	1. To raise student achievement and growth for all students including targeted subpopulations. 2. Teachers and Administrators will focus upon instructional strategies and curriculum alignment to improve weak areas.		
<i>Evidence-based Action Steps: Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.</i>			
District Support/Action Steps for All Students		Possible Funding Source	Person/s Responsible/Position/Role
1. To improve instruction for all students and to help narrow achievement gaps for all subgroups and populations, the Superintendent, Federal Coordinator, K-12 Principals, and K-12 Staff will participate and implement instructional		Professional Development Title II A ELL ALE	Tara Thompson, Federal Programs Coordinator; Melissa Cox, Curriculum Coordinator; Building Principals Consultants: Arch Ford Co-op
			ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments



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strategies used in research-based professional development to develop an integrated curriculum to reach out to students of various learning styles. Registration fees, lodging, travel, meals, and salaries/benefits (substitutes-subteach) will be provided.			ESSA Scores
2. Under the direction of Principals, Curriculum Coordinator and Federal Programs Coordinator, K-12 Vertical Teams and Horizontal Teams will set goals, analyze data, discuss curriculum/maps, discuss assessments, review assessment walls, complete reflections forms, and incorporate strategies into lessons to re-teach skills if needed. Materials and supplies will be purchased if needed. Release days-salaries/benefits (substitutes-subteach) will also be provided. 3. In order to guide instruction and improve student achievement in math, literacy and science, the Curriculum Coordinator will collaborate with other highly qualified teachers and paraprofessionals to organize instructional materials, assist with DOK training, collect student data, and monitor individual student progress. Purchased Services (registration fees, subteach) will be provided and materials and supplies will be purchased as needed.	Professional Development Title II A ESA ELL ALE Title I (K-6)	Tara Thompson, Federal Programs Coordinator; Melissa Cox, Curriculum Coordinator; Building Principals	ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores
	ESA Title I (K-6) ALE ELL	Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator	ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores



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		Building Principals	CWT results
4. To improve instruction and enhance student learning, K-12 staff members will teach High Yield Instructional Strategies.			
5. To increase student writing skills in literacy (content, style, grammar usage), Empowering Writers training will be provided as needed and implemented across literacy classrooms. Presenter fees and materials and supplies will be purchased as needed.	Professional Development ESA Title II A	Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator	ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores
6. To increase student reading level skills K-12, faculty will participate in Scientific Reading professional development and implement strategies into content curriculum. Materials and supplies will be purchased as needed. Purchased services (registration fees, substitutes (subteach) will be provided as needed as well. 7-12 Faculty, K-12 Coaches, K-12 GT Faculty, K-12 Band/Choir Faculty, 4-12 Media Specialists, and 4-12 Counselors will complete Modules on Arkansas Ideas; 3-6 Faculty will complete RISE training, and K-2 will complete LETRS training..	Professional Development ESA Title II A	Tara Thompson, Federal Programs Coordinator, Melissa Cox, Curriculum Coordinator Certified Staff Guest PD Speakers: Jennifer McMahan and Jackie Roberts-Arch Ford Co-op	Accelerated Reader Reports ACT ACT Aspire CWT results ELPA results Interim Assessments NWEA Assessments ESSA Scores
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL, At-risk and Students with Disabilities.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	



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English Language Learners	Students with Disabilities
1. In addition to classroom instruction support, two ELL instructors will provide ELL students with language instruction. Appropriate materials/supplies will be purchased. Chromebooks and Ipads will be purchased and computers/projectors will be used and incorporated in instruction for ELL students to boost their language acquisition with interactive activities as needed. Technology will allow us to individualize instruction for each student and accelerate acquisition of the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension through software and internet applications. Rosetta Stone licenses will be purchased. The ELL instructors will attend workshops specifically designed to improve the teaching/learning of ELL students as needed. Students will be evaluated with ELPA 21 to monitor progress. To ensure understanding and increase parental involvement, translators will be provided when necessary. Rosetta Stone licenses (5) and A to Z Learning for Reading will also be purchased to increase language acquisition. ELL and NSLA funds.	1. A dyslexia interventionist will test and provide instruction for students exhibiting indicators of dyslexia-Barton and Phonics First. Materials and supplies will be purchased as needed. 2. Faculty will receive Phonics First training as needed to incorporate hands-on activities into lessons and increase student achievement. 3. To increase the academic achievement of our students at the Middle Grades level, highly qualified Special Ed teachers will team-teach in classrooms. 4. Provide students with hands-on technology to assist them with their reading comprehension and vocabulary.
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-Atkins.—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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II. COMPREHENSIVE NEEDS ASSESSMENT FOR PARENT AND FAMILY ENGAGEMENT			
Based on a Comprehensive Needs Assessment that reflects an in-depth analysis of the most current years of demographic factors, perceptual data, and school programs and processes, Pottsville School District will support interventions at each school in the area of communication on school programs and operations that promote effect parent/family engagement.			
Category	Data Analysis	Root Causes/Contributing Factors	
Data Collection:	2018 Parent/Family Surveys indicate that parents and families would like teachers to promptly respond to requests for communication and more training in understanding eSchool.	- Faculty may not have prep period until end of day to consult a parent/family member. - Parents/family may have missed open house to receive eSchool information or are new to district.	
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT Timeline: August 2019-May 2020			
Goals:	1. With district support, building administrators and staff, will communicate effectively with parents regarding school programs and operations resulting in improvement in academic achievement.		
Evidence-based Action Steps: Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.			
District Support/Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. In an effort to inform parents and community members of school activities, a district web page will include school links and other pertinent information.		Jennifer Curry, Technology Director	Parent/Family Surveys
2. Professional Development, with the focus on parental and family engagement and the importance of effective communication and avoiding barriers and the value and utility of the contributions of parents/families, will be scheduled (on the state required PD rotation or as needed).	PD-presenter fees, registration fees, lodging, travel, meals	Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator;	Agenda, Sign-in Sheets Parent/Family Surveys
3. The Pottsville School District will support K-12 school activities/trainings	Title I-materials and supplies ESA-materials and supplies	Larry Dugger, Superintendent;	Parent/Family Surveys Agenda, Sign-in Sheets



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provided throughout the school year that communicate to parents in practical language ways to be involved in their child's education and information related to school programs. In addition, K-12 schools will work with parents throughout the school year to educate them on understanding content and how to monitor their student's academic growth and provide materials/training to work with their children. Materials and supplies will be purchased as needed.		Tara Thompson, Federal Programs Coordinator	
4. 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.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Jennifer Aday, Parent	Parent/Family Surveys Agenda, Sign-in Sheets
5. Building administrators and certified staff grades K-12 will complete actions and utilize resources outlined in the building school improvement plans for effective communication with parents including a focus on prompt communication response. Resources include: Parent Contact Logs, Updated Webpages, School Messenger, eSchool, Test and Project Calendars, Newsletters, Parent Centers, Parent Meetings.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Building Administrators, K-12 Teachers	Parent/Family Surveys



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LED Message Signs, etc.		
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?		
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities		
Black/African American	Hispanic/Latino	
White	Economically Disadvantaged	
English Language Learners	Students with Disabilities	
1. Parents/families will receive information/forms in other languages as needed. 2. Two ELL instructors 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 the most current years of discipline referrals, attendance reports and perceptual data, the Pottsville School District will support the buildings in their individual plans to provide a safe environment.			
Category	Data Analysis	Root Causes/Contributing Factors	
Data Collection-School Safety	2019: Surveys indicate that 95% of students and families feel safe at school. 2018 Surveys indicate that 97% of students and families feel safe at school.	Some parental comments indicated that they worry about some outside doors not being locked.	
Data Collection-Character Education	2019 Discipline: Insubordination 2019 Absentee: February is the month most students miss-boys miss the most overall. 2019 APNA: alcohol, alcohol pops, vaping 2018 Discipline Reports indicate that disorderly conduct in MG and Elem is the top concern while cell phone usage and insubordination are the top concerns overall at HS and JH. 2018 Absentee Reports indicate that males miss more days of school overall and that January is the month with most absences. 2018 APNA Results indicate alcohol /alcopops, cigarette smoking, marijuana usage are top concerns.	- Faculty may need more PD in classroom management and/or need to incorporate more character lessons into CAPs. - HS-Many parents/guardians leave their home prior to student driving or going to school. - Peer pressure, instant gratification may be influencing APNA results.	
III. PRIORITY THREE-SUPPORT SCHOOL SAFETY AND CHARACTER EDUCATION			
2019			
Goals:	1. With district support, building administrators and staff will foster a safe and drug-free learning environment that supports academic achievement.		
Evidence-based Action Steps: Describe the evidence-based/effective practice action steps to be taken to achieve the goal/s.			
District Support/Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating



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1. To promote a safe and drug-free school environment, three full-time resource officers will serve the schools in the district and monitor hallways and classrooms. Classroom lessons supporting individual school's character and drug free programs will also be provided.	District-salaries/benefits Title VI-salaries/benefits	Larry Dugger, Superintendent; Blake Herren, Resource Officer; Tim Overturf, Resource Officer; Travis Garza, Resource Officer;	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys
2. To enhance and promote school safety and character education, resources officers, counselors as well as faculty will attend professional development sessions throughout the school year to monitor and address character development including promoting good attendance, managing student behavior as needed, bullying, harassment and safety and drug free schools. Materials and supplies will be purchased as needed.	ESA-materials and supplies PD-registration fees, lodging, meals, travel, substitutes (subteach)	Larry Dugger, Superintendent; Building Counselors; Blake Herren, Resource Officer; Tim Overturf, Resource Officer; Travis Garza, Resource Officer Guest Speaker: Criminal Justice Institute-Little Rock	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys
3. Student/Parent/Family meetings and surveys conducted throughout the year will also be used to monitor and adjust school needs regarding character development, safety and a drug free atmosphere.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator	Parent/Family Surveys Discipline Reports
4. K-12 building administrators and staff will support a safe school environment through motivational programs and activities such as: Project Wisdom, consistent administration of the discipline referral process, character-centered teaching, guiding principles,		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Building Principals; K-12 Faculty Guest Speaker: Teen Suicide Awareness and Prevention-Greg Adams from Arkansas Children's Hospital	Parent/Family Surveys Discipline Reports APNA results



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reinforcement of positive behaviors, Red Ribbon fairs, etc.	District Funds	Larry Dugger, Superintendent; Blake Herren-Resource Officer; Tim Overturf-Resource Officer; Travis Garza-Resource Officer	Parent/Family Surveys Discipline Reports APNA results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and At-risk students.			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
1. Parents/families will receive information/forms in other languages as needed. 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	



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situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either at Pottsville or Crossroads-Atkins.—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				
Administrative Support for Health and Wellness-Each school year, the wellness committees will meet and analyze data. From those findings, recommendations will be made to the District on ways to improve wellness.				
Category	Data Analysis	Root Causes/Contributing Factors		
Data Collection:	2019 SHI: 2019 BMI: 2018 SHI results indicate a focus for increasing community involvement (Module 11) and more teacher training/instruction on health and wellness. - Most recent BMI results: 359 males and 299 females participated in the assessment. Results: males- healthy/underweight 58.9% and females- healthy/underweight 67.8%; males- overweight/obese 41.1% and females- 32.2%.	- Need to advertise and promote more community involvement programs/activities: flu clinic, community garden, guest speakers, etc. - Students playing more video games and sitting; eating more fast food due games, etc.		
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS Timeline: August 2019-May 2020				
Goals:	1. The district will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and achievement.			
Evidence-based Action Steps: Describe the evidence-based/ineffective practice action steps to be taken to achieve the goal/s.				
District Support/Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating	
1. The Pottsville School District will: (1) provide support to schools to ensure successful implementation of wellness policies; (2) provide resources and professional development to district and school staff to improve the overall school	PD-registration fees, travel, meals, substitutes-benefits/salaries through subteach ESA-materials and supplies	Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food Director; Tracy Gist-Wellness Committee Chair and Physical Education Teacher; Community Leaders; Outside	Student Health Index/BMI results Parent/Family Surveys	



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environment; and (3) will promote the health lessons/classes as well as the physical activity curriculum. Materials and supplies will be purchased as needed.		Consultants-Arch Ford and ADE; Building Principals	
2. The Wellness Committee will frequently monitor and adjust goals as needed throughout the year and will evaluate the effectiveness of interventions by reviewing data results throughout the school year related to wellness.		Larry Dugger, Superintendent; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food Director; Tracy Gist-Wellness Committee Chair and Physical Education Teacher; Community Leaders; Outside Consultants-Arch Ford and ADE; Building Principals	Student Health Index/BMI results Parent/Family Surveys APNA
3. The District will support K-12 second chance breakfasts for students arriving late at school and missing initial breakfast.	District	Larry Dugger, Superintendent; Building Principals	Student Health Index/BMI results Parent/Family Surveys
4. Pottsville School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment.		Larry Dugger, Superintendent	Parent/Family Surveys
5. The second chance breakfast program will continue to assist students with proper nutrition.		Building Principals	Student Health Index/BMI results Parent/Family Surveys



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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, 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 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.	Students with Disabilities
Homeless/Migrant 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.	At-risk