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Pottsville Elementary School Improvement Plan

Mission Statement

It is the mission of Pottsville Elementary School to utilize parents, community, and available resources to engage every student with a variety of challenging and motivating learning experiences that help them achieve their full potential while preparing them to be life-long learners and effective citizens in our ever-changing global society.

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: [Signature] Date: 3/26/19

{Title} Superintendent

Approved: [Signature] Date: 3-26-19

{Title} Board President

Approved: [Signature] Date: 3-26-19

{Title} Board Secretary

Approved: [Signature] Date: 3.26.19

{Title} District ACSIP Chair/Process Manager

Approved: [Signature] Date: 3-28-19

{Title} Principal



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I: COMPREHENSIVE NEEDS ASSESSMENT SUPPORTING ACADEMIC ACHIEVEMENT		
Based on a Comprehensive Needs Assessment that reflects a trend analysis and review of the most current years of district-wide data, Pottsville School District will support interventions at each school in all identified weak areas in literacy, math, and science including the following common weaknesses for all students and targeted subpopulations.		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	- All Grade Levels: Tentative ESSA Results and Subgroup with lowest score: ESSA Overall Index Score- 82.79-ELL; Weighted Achievement- 80.8-ELL; Growth Score-86.8; SQSS- 74.05-SWD; Students not reading at grade level-ELL; Science Achievement- ELL. 2018-2019 MOST RECENT ACT ASPIRE RESULTS: English-89.9%; Math 89.2%; Science 65.5%; Reading 65.5%. 2017-2018 ACT ASPIRE RESULTS: English-89%; Reading 65%; Science- 61%; Math 77%. - EVALUATION 2016-2017: ACT ASPIRE OVERALL PERFORMANCE RESULTS for English-85%; Reading- 52%; Writing-25%; Science 56%; and Math-83%. - EVALUATION 2015-2016 ACT ASPIRE OVERALL PERFORMANCE RESULTS for Literacy: English 85%-Reading 50%-Writing 18%; By gender: female-English	See Below.



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	88%-Reading 52%-Writing 22%; male-English 81%-Reading 46%-Writing 12%; By demographics (no report for four students or less): Hispanic or Latino-English 83%-Reading 50%-Writing 17%; White-English 85%-Reading 51%-Writing 19%. Math--EVALUATION: 2015-2016 ACT ASPIRE OVERALL PERFORMANCE RESULTS: 78%; By gender: female (88%); male (81%); By demographics (no report for four students or less): Hispanic or Latino (67%); White (79%) • 2018 ELPA 21: 2 Emerging, 17 Progressing, 10 Proficient. • 2019 Classroom Walkthrough Results: Weak areas include the need to do more learning centers, hands-on activities, cooperative learning, too much homework and the need to push to higher levels of Bloom's. Strengths include modeling, discussion, comprehension and application. • 2019: Horizontal/grade level teams met in grade levels regarding math and literacy: Kindergarten (language-10 and math-8); First Grade (language 15 and math 10); Second Grade (language 22 and math 14); and Third Grade (language 17 and math 18).	
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Literacy	2019: Interim Assessments-Weak areas include: Kindergarten – Independent writing; writing multiple sentences; sight words; rhyming; middle sounds; 1st grade – writing-mechanics; STAR testing; transferring spelling to independent writing; transferring chunks and phonics to writing; writing-capitals; phonics instruction; writing with detail; applying sight words; ABC order-4th letter; 2nd grade-mechanics in writing; adding details; closure; adjectives; sentence structure; comprehension-nonfiction; phonics; 3rd grade – not identifying the end of a sentence and the beginning of another; using have, had, and has correctly; not identifying plurals and possessive nouns correctly; complete/incomplete sentences; editing sentences; sentence variety; craft and structure; main idea/author's purpose/vocabulary; writing format, transition words, substitutions, run-ons, fragments, comma usage, clear and coherent writing and elaboration; main idea/supporting details; drawing conclusions; sequencing; fluency; sentence variety. 2019 Star Average Results: 1st Grade (Pre-1.7 and Post 2.2/Gain of .45; 2nd Grade (Pre-2.3 and Post-3.5/Gain of 1.2); and 3rd grade (Pre-3.3 and Post-4.2/Gain of .9).	Contributing factors include: lack of exposure to real world text; lack of experience writing across curriculum, and writing too structured.
Math	2019: 2019 Star Math for 2nd and 3rd grades: 2nd (2.1 pre and 3.3 post) = 1.2 gain; 3rd (3.1 pre and 4.1 post) = 1.5 gain. - Weak areas 2018-2019 (based upon interim assessments) include: Kindergarten –	Contributing factors include: lack of consistent math terminology and multi-step problems overwhelming to students.



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	extended word problems; fact fluency; counting by 5's; adding and subtracting 5's and 10's; writing to 100; 1st grade – subtraction within 20; use of strategies (varied); subtraction fact fluency; negative and positive awareness; 2 digit addition/subtraction; clocks; place value; deciphering word problems- negative and positive; time to the half hour; money; graphs; 2nd grade – 3 digit subtraction with 0's; multi-step problems; x4 math facts; sub across zero; fractions; money; 3rd grade – perimeter, multistep problems, reading questions correctly, using a variable, measurement and data, time, subtraction with middle 0.	
Science	2019: - Areas of challenge include scientific investigation, evaluation of models, inferences, and experimental results.	Contributing factors for K-3 include: lack of consistency of science vocabulary, more alignment needed with science standards.
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-LITERACY		
Goals: Evidence-based Action Steps for All Students	Possible Funding Source	Person's Responsible/Position/Role
1. Provide the following comprehension and instructional support: Suggestions for improving include: continuing RTI, common assessments, utilize aides in small groups, utilizing different materials, focusing on prior knowledge and vocabulary, using technology such as chromebooks, computer lab,	District Support Materials and supplies will be purchased as needed. Provide three Reading Recovery Teachers-salaries/benefits. ESA, PD, Title I, ELL	All English teachers
		ACT Aspire Results Interim/Formative Assessment Results NWA Assessments



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language review, journal writing, differentiated instruction, provide the ESL students with hands-on technology to assist them with their reading comprehension and vocabulary, and focus on context clues with subpopulations. Also, utilize Empowering Writers, IXL, ABC Mouse app, Google Classroom, IXL, and Readworks (3 rd grade). Three Reading Recovery Teachers will also aid in reading skills.			
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: Renew purchase of Renaissance/AR Program, Classroom Libraries and Library Books. ESA, Title I, ELL, District	Media Specialist, All teachers	STAR test results and growth reports
3. To improve reading comprehension, decoding skills, and fluency, electronic reading devices, online databases with books read aloud will be available for struggling readers to have access to grade level books. A paraprofessional will work under the direction of the Media Specialist to track student progress, assist in book selection, and monitor library activities	District Support: Provide 7 paraprofessionals for assistance-salary/benefits; Purchase of devices as needed. ESA, Title I, ELL, District	Media Specialist, All teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT Aspire Results NWA



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4. To improve reading comprehension, decoding skills, and fluency, Science of Reading training will be implemented/used in all classrooms K-2 Faculty will be provided/attend LETRS Training through Arch Ford; 3rd Grade Teachers will be provided RISE Training through Arch Ford; K-12 Coaches/Band/Choir Faculty will be provided Module Training through Arkansas Ideas Journeys Program (supplemented with Hagerty) will additionally be used.	<u>District Support:</u> ESA-Materials and Supplies will be purchased as needed. PD	All Certified Staff	Interim/Formative Assessment Results ACT Aspire Results NWA
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners 1. English Language Learners who are identified as not proficient or meeting readiness levels will be provided with a plan designed to promote growth in English proficiency and core content subject areas. Students are provided with ELL instruction during part of the school day. Students will be "pulled-out" of the regular classroom setting for a time period each week for ELL instruction or the ELL teacher will attend part of their regular classroom time with them depending on the need of each individual student. The students continue to participate in instruction in all subject areas while served by the ELL program in order to develop the necessary English		Students with Disabilities 1. Focus on basic foundational reading and writing skills. 2. Provide more hands-on technology to assist them with their reading comprehension. 3. Better collaboration with RTI and Special Ed; 4. To increase student performance, a dyslexia interventionist will be trained in dyslexia programs such as Phonics First or Barton to assist students (Shawna Williams).	



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skills to perform adequately in the regular academic program. ELP21 Test, ACT Aspire, and Interim Assessments will be used to monitor progress.					At-risk	
Homeless/Foster/Migrant						
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-MATH						
Goals:		1. Develop lesson plans or projects to increase all students' mathematical reasoning achievement as it relates to each subject and applies to real-life situations. Timeline: August 2019-May 2020				
Evidence-based Action Steps for All Students		Possible Funding Source		Person/s Responsible/Position/Role		Method for Monitoring/Evaluating
1. Math teachers will attend PD such as CGI and participate and incorporate Go Math and supplemental math instructional strategies into lessons.		District Support: Purchase materials and supplies as needed; purchase substitutes-SUBTEACH, PD, ESA, Title I, ELL		Shannon Davis, Principal; Math Teachers; Melissa Cox, Curriculum Specialist; Tara Thompson, Federal Programs Coordinator		ACT Aspire Results Interim/Formative Assessment Results NWA
2. Provide the following comprehension and instructional support: work on math vocabulary (including lists for support staff), more manipulatives and let students create skits, videos, use IXL, etc..., and more daily review and individual differentiated instruction.		District Support: Purchase materials and supplies as needed. ESA, Title I, ELL		Math Teachers, All Teachers-cross/curricular activities		ACT Aspire Results Interim/Formative Assessment Results NWA
3. Create common math tasks that can be used at each grade level to help student relate learning math to real life and expose all students to the same rigor.		District Support: Purchase materials and supplies as needed. ESA, Title I		Math Teachers		ACT Aspire Result NWA Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?						
Targeted Subgroups/Populations for 2019-2020 based upon data: ELL and Students with Disabilities.						
Black/African American				Hispanic/Latino		
1. Focus on Vocabulary.				Economically Disadvantaged		
White						



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English Language Learners		Students with Disabilities	
1. Focus on Vocabulary.		1. Focus on Vocabulary.	
Homeless/Foster/Migrant		At-risk	
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE			
Goals:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2019-May 2020		
Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Science teachers will attend PD training as needed to address Next Generation Science Standards, etc.	District Support: Registration fees, Meals, Travel, Lodging, Substitutes, etc..., if needed. PD	Shannon Davis, Principal; Science Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Fed. Prog.	ACT Aspire Results Interim/Formative Assessment Results
2. Science teachers will provide more modeling in the classroom, provide more examples, etc.		Science Teachers	ACT Aspire Results
3. Provide the following comprehension and instructional support: conduct more practice using scientific investigations skills; conduct more remediation in areas frequently missed and IXL will be utilized.	District Support: Purchase materials, supplies as needed; purchase IXL software.	Science Teachers	Interim/Formative Assessment Results ACT Aspire Result
4. Incorporate ACT Aspire / NWA materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum.	ESA District Support: Materials and supplies will be purchased as needed. ESA	Science Teachers, All Teachers-cross curricular activities	Interim/Formative Assessment Results ACT Aspire Result NWA Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 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. Incorporate more hands-on technology into curriculum.		1. Incorporate more hands-on technology into curriculum.	



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2. Focus on Vocabulary.		2. Focus on Vocabulary.	
Homeless/Foster/Migrant		At-risk	
I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-FOCUS ON INSTRUCTION			
Goals:	1. In order to improve student achievement and proficiency/readiness levels on classroom, interim and state-mandated assessments, instruct all students in research-based high yield instructional strategies. Timeline: August 2019-May 2020		
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. Seven highly qualified paraprofessionals will also assist in working with struggling students based upon data.	1. District Support-Release days will be provided to teachers to discuss interim assessments/assessment wall data; Provide 7 paraprofessionals-salaries/benefits. ESA, Title I, PD	Shannon Davis, Principal; All Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator	ACT Aspire Results Interim/Formative Assessment Results NWA
2. Develop Academic/Student Success Plans for student who are not achieving at grade level based upon state-mandated assessments.	District Support. Materials and supplies will be purchased as needed. ESA	Shannon Davis, Principal; All Teachers	ACT Aspire Results Interim/Formative Assessment Results
3. Grades K-3 students who need additional help will participate in a remediation program under the supervision of an intervention teacher. Lesson will incorporate weak areas and enrichment exercises		Enrichment Staff	ACT Aspire Result CWT Interim/Formative Assessment Results
4. Technology will be incorporated into instruction to increase student academic achievement (1:1 initiative).	District Support: Smartboards, iPads, Chromebooks, etc..., will be purchased as needed. ESA, Title I	Jennifer Curry, Technology Director; All Teachers	ACT Aspire Result CWT Interim/Formative Assessment Results



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5. Faculty will attend/and/or be provided professional development training as needed based upon student weaknesses, instructional strategies, student and teacher growth, and any required trainings.	District Support: Registration fees, Release Days, Arch Ford Consortium Fee, Substitutes/Subteach, Lodging, Meals, Travel, and Materials and Supplies if needed. Title I, ESA, PD	Shannon Davis, Principal; All Teachers; Jennifer Curry, Technology Director; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator; Arch Ford Consultants	ACT Aspire Result CWT Interim/Formative Assessment Results
6. To improve retention and content vocabulary, faculty will incorporate strategies into lesson plans (word walls, IXL, Vocabulary.com, etc.)	District Support: Renew purchase software-Vocabulary.com and IXL.	All Teachers	ACT Aspire Result CWT NWA Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 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. More one-on-one tutoring.		1. To increase student performance, a dyslexia interventionist will be trained in dyslexia programs such as Phonics First or Barton to assist students.	
Homeless/Foster/Migrant		At-risk	
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 is noted:			
Category	Data Analysis	Root Causes/Contributing Factors	
Data Collection:	2019:308.8 logged volunteer hours with 2018 having 205.01. - Most recent survey results support continued high levels of parent involvement and	Lack of communication with parents who are not able to attend Open-House, parent work schedules and other parent meetings concerning volunteering.	



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		extremely positive attitude regarding the parent-school relationship and the school's efforts regarding parent involvement.	
		493 parents attended parent-teacher conferences in October 2018 and 491 parents attend conferences in February 2019.	
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT			
Goals:	1. Collaborate with parents, families and the community to enhance and support student achievement.	Person/s Responsible/Position/Role	Timeline: August 2019-May 2020 Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students			
1. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE . Parent Barriers will also be addressed.	Possible Funding Source: District Support: Title I, ESA, District	Shawna Williams, ACSIP Chair; Lauren Russell, Parent/Family Engagement Coordinator; Tara Thompson, Federal Programs Coordinator; Shannon Davis, Principal; All Teachers	Agenda, Sign-in Sheets Parent/Family Surveys
2. Parents will be informed of absences, parent teacher conferences, orientations, banquets, and school activities through School Messenger, HAC, school website, Remind 101, etc. District Support: Purchase school messenger and parent materials and supplies.	District Support: Renew purchase of school messenger and parent materials and supplies.	Shannon Davis, Principal; All Teachers	Parent/Family Surveys Agenda, Sign-in Sheets
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	



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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 CHARACTER EDUCATION		
Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades K-3, the following was determined.		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2019: Discipline results: disorderly conduct occurs the most per grade level with males being the most referred. However, there were only 9 reported incidents total for the entire school year. 2019 attendance results: kindergarten (girls); 1st grade (girls); 2nd grade (boys); and 3rd grade (boys) have the highest	- Contributing factors for discipline include the fact that clear expectations were established and enforced in the classrooms. Early intervention by the teachers (contacting parents) was also a contributing factor to this positive statistic. - Parents need more awareness/information on how to care for students such as sleep



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		absence. Girls overall have the highest overall absences. 1 st grade girls have the most absences. February is the month when most absences occur.	habits; peer relationships; and domestic concerns at home.	
III. 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 2019-May 2020			
Evidence-based Action Steps for All Students		Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. A resource officer will assist in providing a safe and drug-free school environment. Faculty will be trained in the district crisis intervention plan and procedures. 2. Implement activities to encourage character education such as Red Ribbon Week, classroom guidance, drug awareness, activities and bullying procedures and teen suicide awareness and prevention for students and teachers. 3. Counselor will contact teachers or vice versa to see what students are on the bubble of inappropriate behavior.-Catch them before the referral. 4. Reduce the number of discipline referrals will be an area of focus.	District Support: Provide a resource officer- salary/benefits, purchase materials and supplies as needed. District-salaries/benefits Title VI-salaries/benefits	Blake Herren, Resource Officer; Shannon Davis, Principal Guest Speaker: Criminal Justice Institute- Little Rock Jeff Duvall, Counselor	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
	District Support: Purchase Materials and Supplies as needed.	Guest Speaker: Greg Adams-Arkansas Children's Hospital	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys	
		Jeff Duvall, Counselor; All teachers	Discipline Reports	
		Shannon Davis, Principal; All teachers	Discipline Reports	
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				
Economically Disadvantaged				
White				



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English Language Learners		Students with Disabilities
1. Parents/families will receive information/forms in other languages as needed. 2. Two ELL Instructors will assist in communicating information to non-English-speaking parents/families - ideas and strategies to promote student achievement and growth.		
Homeless/Foster/Migrant	At-risk	1. Pottsville School District will provide an ALE program to eliminate traditional barriers to student learning. At-risk students who meet the criteria and/or characteristics of: ongoing, persistent lack of readiness/achieving levels in literacy, math and science; abuse-physical, mental, or sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting; personal or family problem situations; recurring absenteeism; dropping out of school; disruptive behavior or any other situation that negatively affects a student's academic and social progress will be placed in an Alternative Learning Environment either at Pottsville or Crossroads-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.
IV. COMPREHENSIVE NEEDS ASSESSMENT FOR HEALTH AND WELLNESS		
Based upon the most recent surveys and results shown:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection: SHI/BMI	• 2019: Kindergarten: 58 males and 44 females participated in the BMI assessment. Males 75.9 Healthy/Underweight and 24.1 Overweight, Females 65.9 Healthy/Underweight and 34.1 Overweight. 2nd Grade: 60 males and 48 females participated. Males 68.3 Healthy/Underweight and 31.7 Overweight, Females 72.7% Healthy/Underweight and 27.3 Overweight.	• More student awareness is needed about the importance of drinking water and more teacher training/instruction on health and wellness. • More video games being played at home. • Need more awareness of washing hands and sanitizing.



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	- Based upon the most recent results shown: 118 Males and 111 Females participated in the BMI Assessment. Males-Healthy and Underweight- 68.6%; Males-Overweight- 14.4%; Males-Obese-16.9%; Females-Healthy and Underweight-63.1%; Females-Overweight- 17.1%; Females-Obese-19.8%. 2018 SHI Results: Module 6 School Counseling, Psychological, and Social Services and Module 9 on Employee Wellness and Health Promotion were areas of concern.			
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS				
Goals:	1. The district will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and achievement. Timeline: August 2019-May 2020			
Evidence-based Action Steps for All Students		Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
1. Use the information from the School Health Index to address and meet the five federal requirements: Goals for nutrition education, physical activity, and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and community involvement.	District Support: Materials and supplies will be purchased as needed. ESA		Shawna Williams, ACSIP Chair; Jill Riggs, Nurse; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Food Director	Student Health Index/BMI results Parent/Family Surveys
2. Teachers will receive training and/or instruction on health/wellness (ACT 1220)	District Support: Materials and supplies purchased as needed; PD-registration fees, etc...., if needed.		Tara Thompson, Federal Programs Coordinator; Shannon Davis, Principal	Student Health Index/BMI results Parent/Family Surveys
3. Ensure that physical activity promoting muscular strength and			Shannon Davis, Principal, Tracy Gist, P.E. Teacher/Wellness Chair	CWT



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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 across the curriculum for all grade levels.		
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2019-2020 based upon data: ELL, Economically Disadvantaged, and Homeless Students.		
Black/African American	Hispanic/Latino	
White	Economically Disadvantaged or Welfare	
	1. The district will support after-school backpacks containing nutritious snacks and bottled water for students. 2. Materials and supplies will be purchased as needed.	
English Language Learners	Students with Disabilities	
1. Parents/families will receive information/forms in other languages as needed. 2. Two ELL instructors will assist in communicating information to non-English-speaking parents/families - ideas and strategies to promote nutrition.		
Homeless/Migrant	At-risk	
1. The district will support after-school backpacks containing nutritious snacks and bottled water for students. 2. Materials and supplies will be purchased as needed for students.		