



Pottsville Middle Grades School Improvement

Plan

2019-
2020

Mission Statement

The mission of Pottsville Middle Grades is to develop life-long learners and responsible citizens through innovative instruction and community resources.

Approvals

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

Approved: _____

{Title} Superintendent

Date: 3-26-19

Approved: _____

{Title} Board President

Date: 3-26-19

Approved: _____

{Title} Board Secretary

Date: 3-26-19

Approved: _____

{Title} District ACSIP Chair/Process Manager

Date: 3-26-19

Approved: _____

{Title}

Date: 3-26-19



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I. COMPREHENSIVE NEEDS ASSESSMENT SUPPORTING ACADEMIC ACHIEVEMENT

Based on a Comprehensive Needs Assessment that reflects a trend analysis and review of the most current years of district-wide data, Pottsville School District will support interventions at each school in all identified weak areas in literacy, math, and science including the following common weaknesses for all students and targeted subpopulations.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	- All Grade Levels: Tentative ESSA Scores and Lowest Subgroup Score: Overall Index Score-85.27-African Americans; Weighted Achievement-95.1-SWD; Growth Score-84.87; SQSS-83.66-ELL; Science Achievement and Growth-African Americans; Reading below grade level-African American and ELL. 2018-2019 MOST RECENT ACT ASPIRE RESULTS: 4TH GRADE: English 85%; Reading-57.1%; Science 60.7% from last year; Math 77.1%; 5TH GRADE: English 89%; Reading 59.1%; Science 59.7%; Math 76%; 6TH GRADE: English 90.1%; Reading 66.4%; Science 67.9%; Math 76.3%. 2017-2018 ACT ASPIRE RESULTS 4TH GRADE: English 88%; Reading-56%; Science 58% from last year; Math 82%; 5TH GRADE: English 94%; Reading 55%; Science 63%; Math 89%; 6TH GRADE: English 87%; Reading 69%; Science 67%; Math 82%.	See Below.



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	4th grade: 2016-2017 ACT ASPIRE RESULTS: English-84%; Reading 57%; Writing 46%; Science 55%; and Math 84%. ACT Aspire/Subject Proficiency Results 2015-2016: Overall-82% Math; 81% English; 58% Science; 53% Reading; 12% Writing; By gender: Female-88% Math, 90% English, 66% Science, 59% Reading, 13% Writing; Male-75% Math, 72% English, 50% Science, 47% Reading, 10% Writing; By Ethnicity (4 students or less no scores): African American-83% Math, 50% English, 50% Science, 33% Reading, 0% Writing; Hispanic: 40% Math, 60% English, 20% Science, 0% Reading, 20% Writing; White: 81% Math, 83% English, 58% Science, 54% Reading, 12% Writing. 5th grade: 2016-2017 ACT ASPIRE RESULTS: English-89%; Reading-48%; Writing 41%; Science -60%; Math 76%. 2015-2016 ACT Aspire/Subject Proficiency Results: Overall-83% Math; 73% English; 53% Science; 44% Reading; 20% Writing; By gender: Female-89% Math, 76% English, 49% Science, 45% Reading, 18% Writing; Male-79% Math, 71% English, 55% Science, 42% Reading, 21% Writing; By Ethnicity (4 students or less no scores): Hispanic: 91% Math, 64%	
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	English, 45% Science, 27% Reading, 18% Writing; White: 84% Math, 73% English, 53% Science, 44% Reading, 20% Writing. 6th grade: 2016-2017 ACT ASPIRE RESULTS: English 84%, Reading 59%, Writing 82%, Science 70%, Math 88%. 2015-2016: ACT Aspire/Subject Proficiency Results: Overall-87% Math; 84% English; 75% Science; 67% Reading; 63% Writing; By gender: Female-92% Math, 84% English, 73% Science, 70% Reading, 43% Writing; Male-81% Math, 83% English, 76% Science, 61% Reading, 36% Writing; By Ethnicity (4 students or less no scores): Hispanic: 60% Math, 80% English, 60% Science, 40% Reading, 40% Writing; White: 88% Math, 83% English, 75% Science, 67% Reading, 54% Writing. 2019 CWT Results: weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension. 2019 STAR Reading Results: 4th grade (Gain of .8) ; 5th grade (Gain of 1.2) ; 6th grade (Gain of .5).
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Literacy	• 2019 STAR Math Results: 4th grade (Gain of 1.6) ; 5th grade (Gain of 1.1) ; 6th grade (Gain of 1.7) • 2018 ELPA Results: 0 Emerging, 10 Progressing, 5 Proficient • (4th grade) 2018 4th Interim Assessments and ACT Aspire weak areas: Inference, voice, staying on topic, spelling, complete sentences, apostrophes, verb tense, and what doesn't belong in a sentence. • (5th grade) 2018 5th Grade Interim Assessments and ACT Aspire Results: Determine central ideas and themes and analyze their development, summarize, point of view, style of text, conventions and production of writing, and analyze how and why individuals, events or ideas develop and interact over the course of a text. • (6th grade) 2018 6th Grade Interim Assessments and ACT Aspire Results: Correctly punctuating quotes, comma placement, identifying and correctly spelling/punctuating possessive nouns, cite textual evidence, meaning of words/figurative language, inference, plot development and point of view.	• (4th grade) Contributing factors include: lack of exposure to real-world text, and students not understanding when to infer and when to look for specifics. • (5th grade) Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. • (6th grade) Contributing factors include: lack of understanding of open response rubrics, and students not understanding when to infer and when to look for specifics. • All grades-Need to work on clarifying steps, share examples from past work, review goals, give students immediate feedback, praise students, use more heterogeneous grouping, and various levels in groups.
Math	• (4th grade) 2018 Interim Assessments and ACT Aspire Results: Measurement and Data and Operations and Algebraic Thinking. • (5th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include multiplication and facts, decimals, and fractions.	• (4th grade) Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task. • (5th grade) Contributing Factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task.



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	(6th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include multi-step problems, long division, patterns, number sense, multiplication and facts, fractions and decimals, statistics and probability, and expressions and equations.	(6th grade) Contributing factors include: Lack of consistency math terminology K-6, Lack of confidence with multi-step higher order thinking task and formulas.
Science	(4th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include scientific investigation, open-response type questions, inferencing, and evaluating models/experimental results. (5th Grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include following directions, using units, reading graphs, and using 2-3 data tables at once. (6th grade) 2018 Interim Assessments and ACT Aspire Results: Areas of challenge include inferring results in tables that require predicting results, scientific investigation, vocabulary, calculating average/mean, and scrolling through tables and passages.	Contributing factors for 4-6 include: Lack of consistency of science vocabulary, more alignment needed with science standards.



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-LITERACY			
Goals:	Evidence-based Action Steps for All Students	Possible Funding Source	Person/s Responsible/Position/Role
1. To improve all students' writing skills, reading comprehension skills and vocabulary in all content areas. Timeline: August 2019-May 2020 Method for Monitoring/Evaluating	1. Provide the following comprehension and instructional support: (4 th) More practice peer tutoring, more review, continued teacher modeling, mini lessons, more practice writing to the appropriate audience, and spelling lessons. (5 th) Spend more time on standards and supplemental text/resources to help students comprehend, use Journeys reading textbook, more self-evaluation of writing selections, more peer assessment, use of quizlet, reteach concepts as needed, more modeling, more cooperative group work for scaffolding and peer tutoring, use IXL, and use a variety of modalities to address different learning styles. (6 th) incorporate mini lessons, grammar starters, peer evaluations, provide more examples of stories with point of view and textual evidence.	District Support-Empowering Writers PD training will be held in summer 2017. Materials and supplies will be purchased as needed. ESA, PD, Title I, ELL	All English Teachers
			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 AP goal, encouragement and time to meet his or her goal.		District Support: Purchase of Renaissance/AP Program, Classroom Libraries and Library Books. ESA, Title I, ELL, District	Melissa Moudy, Media Specialist
3. To improve reading comprehension, decoding skills, and fluency, electronic		District Support:	Melissa Moudy, Media Specialist; All Teachers
			STAR test results and growth reports
			STAR test results and growth reports



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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.	Provide a paraprofessional for assistance-salary/benefits; Purchase of devices as needed. ESA, Title I, ELL, District		Interim/Formative Assessment Results ACT Aspire Results
4. . To improve reading comprehension, decoding skills, and fluency, Right to Read training will be implemented and used in all classrooms. 4-6 Faculty will attend RISE Training provided by Arch Ford Co-op; Counselor/Coaches/Band/Choir Faculty will attend/be provided training through Modules on Arkansas Ideas.	District Support-Materials and supplies will be purchased as needed. ESA, PD, Title I, ELL	All Certified Staff	Interim/Formative Assessment Results ACT Aspire Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: African American Students, ELL and Students with Disabilities			
Black/African American		Hispanic/Latino	
1. Focus in basic foundational reading and writing skills. 2. Provide more hands-on technology to assist them with their reading comprehension.			
White		Economically Disadvantaged	



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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 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 skills to perform adequately in the regular academic program. ELP21 Test, ACT Aspire, and Interim Assessments will be used to monitor progress.		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. 5. Read Naturally will be used as needed by Reading Specialist, Tracy Ryals.	
Homeless/Foster/Migrant		At-risk	
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 2019-2020	
Evidence-based Action Steps for All Students		Possible Funding Source	
1. Math teachers will attend PD as needed and participate and incorporate instructional strategies into lessons.		District Support: Purchase materials and supplies as needed; purchase substitutes-SUBTEACH. PD, ESA, Title I, ELL	
2. Provide the following comprehension and instructional support: (4 th)incorporate more measurement and data and fractions into other units throughout the year, work on multistep word problems throughout		District Support: Purchase materials and supplies as needed. ESA, Title I, ELL	
		Houston Townsend, Principal; Greg Cofman, Asst. Principal, Math Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator	
		ACT Aspire Results Interim/Formative Assessment Results	
		Math Teachers, All Teachers-cross/curricular activities	
		ACT Aspire Results Interim/Formative Assessment Results	



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each unit, have enrichment help with patterns and measurement. (5 th) work with support staff, and practice questions with combined SLEs, practice weak areas on starters, tutoring, use Brain gym, spiraling, and small group instruction. (6 th) use peer tutoring, exit tickets, more repetition and spiraling, mixed operation-timed websites, incorporate more constructed response problems with multiple steps, utilize Mobi Max, higher level Bloom's questioning strategies, and more modeling. 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 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: African American Students, ELL and Students with Disabilities.			
Black/African American			
1. Focus on Vocabulary.			
White			
Economically Disadvantaged			
English Language Learners			
Students with Disabilities			
1. Focus on Vocabulary.			
Homeless/Foster/Migrant			
At-risk			



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I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-SCIENCE			
Goals:	1. To improve all students' scientific reasoning and investigative skills. Timeline: August 2019-2020	Person's Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students			
Possible Funding Source			
District Support: Registration fees, Meals, Travel, Lodging, Substitutes, etc., if needed.	Houston Townsend, Principal; Greg Coffman, Asst. Principal; Science Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator		
PD	Science Teachers		
2. Science teachers will provide more modeling in the classroom and provide more examples.			
3. Provide the following comprehension and instructional support:	Science Teachers		
(4th) Practice and incorporate more evaluation of models, CER, inferring in labs, experimental results in lesson,			
	District Support: Purchase materials, supplies as needed; purchase IXL software. ESA		ACT Aspire Results Interim/Formative Assessment Results ACT Aspire Result Interim/Formative Assessment Results



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higher level questioning and mini lessons to incorporate strategies. (5th) Implement labs with procedures students have to follow, more practice analyzing 2-3 tables and develop ideas/answer questions. (6th) Practice finding central tendencies in graphs, more inferencing in projects and labs, continue hands-on experience in making tables and graphs, incorporate real-world data into lessons, and use more exemplars for review. 4. Incorporate ACT Aspire materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum.	District Support: Materials and supplies will be purchased as needed. ESA	Science Teachers: All Teachers-cross curricular activities	ACT Aspire Result Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)? Targeted Subgroups/Populations for 2019-2020 based upon data: African American Students, ELL and Students with Disabilities.			
Black/African American 1. Incorporate more hands-on technology into curriculum. 2. Focus on Vocabulary.			
White			
Economically Disadvantaged			



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English Language Learners	Students with Disabilities
1. Incorporate more hands-on technology into curriculum. 2. Focus on Vocabulary.	1. Incorporate more hands-on technology into curriculum. 2. Focus on Vocabulary.
Homeless/Foster/Migrant	At-risk

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. One reading specialist and three highly qualified paraprofessionals will also assist in working with struggling students based upon data. 2. Develop Academic/Student Success Plans for student who are not achieving at grade level based upon state-mandated assessments.	1. District Support-Release days will be provided to teachers to discuss interim assessments/assessment wall data, Provide one reading specialist and three paraprofessionals-salaries/benefits. District Support: Materials and supplies will be purchased as needed. ESA	Houston Townsend, Principal; Greg Coffman, Asst. Principal; All Teachers; Melissa Cox, Curriculum Coordinator; Tara Thompson, Federal Programs Coordinator	ACT Aspire Results Interim/Formative Assessment Results
		Houston Townsend, Principal; Greg Coffman, Principal; All Teachers	ACT Aspire Results Interim/Formative Assessment Results



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3. Grades 4-6 students who need additional help will participate in a remediation program under the supervision of an intervention teacher. Lesson will incorporate weak areas and enrichment exercises.			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
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. Science of Reading PD will be implemented in all classrooms.	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	Houston Townsend, Principal; Greg Coffman, Asst. 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: Purchase software- Vocabulary.com and IXL.	All Teachers	ACT Aspire Result CWT Interim/Formative Assessment Results
7. Based on classroom walkthrough results, teachers will list "I can" statements; use more questions in class based on analysis-synthesis-and evaluative levels; provide more student-led lessons.		All Teachers	ACT Aspire Result CWT Interim/Formative Assessment Results
Supplemental Support: What supplemental action steps will be implemented for the groups (targeted subgroups and populations only)?			
Targeted Subgroups/Populations for 2019-2020 based upon data: African American Students, ELL and Students with Disabilities.			
Black/African American		Hispanic/Latino	
1. More one-on-one tutoring			



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White	Economically Disadvantaged
English Language Learners 1. More one-on-one tutoring.	Students with Disabilities 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

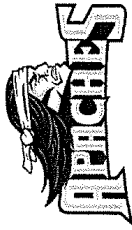
I. COMPREHENSIVE NEEDS ASSESSMENT FOR PARENT AND FAMILY ENGAGEMENT		
Based on a Comprehensive Needs Assessment that reflects analysis and review of perceptual data from parent surveys across grades 4-6, there will be emphasis on following results:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	- Effective communication with parents regarding decisions within school is an area for focus. 2018 volunteer hours: 350 hours. 2018 Parent/Family Survey-Concerns: web page updates; parents would like a better understanding of school programs and operations.	- Lack of communication with parents who are not able to attend Open-House and other parent meetings. - PTO may need to do a remind or publication to connect to parents and families.
II. PRIORITY TWO- SUPPORT PARENT AND FAMILY ENGAGEMENT		



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Goals:	1. Collaborate with parents, families and the community to enhance and support student achievement. Timeline: August 2019-May 2020	Person's Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students	Possible Funding Source		
1. Parents will have opportunities to contribute to the development of ACSIP and assist with the monitoring and adjustments of the ACSIP plans throughout the school year through parent meetings, surveys, emails, and attending PTO.		Paige McAnulty, ACSIP Chair; Lisa Corbin, Parent/Family Engagement Coordinator; Tara Thompson, Federal Programs Coordinator; Houston Townsend, Principal	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. Title I, ESA, District	Jennifer Curry, Technology Director; Houston Townsend, Principal; All Teachers	Agenda, Sign-in Sheets Parent/Family Surveys
3. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE. Parent Barriers will also be reviewed.	District Support: (2018-2019 school year-PD required) Materials, supplies will be purchased as well as presenter fees. PD	Paige McAnulty, ACSIP Chair; Lisa Corbin, Parent/Family Engagement Coordinator; Tara Thompson, Federal Programs Coordinator; Houston Townsend, Principal; Guest Speaker: Thomas Pennington, ATU	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	



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English Language Learners	Students with Disabilities
- Parents/families will receive information/forms in other languages as needed. - One ELL Instructor will assist with communicating information to non-English-speaking parents/families - Ideas and strategies to promote student achievement and growth.	- 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. - 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 4-6, the following results indicate the following:		
Category	Data Analysis	Root Causes/Contributing Factors
Data Collection:	2019 Discipline: Disorderly Conduct in all 4-6 grades May is the month with most referrals. The gender with the most referrals in all three grades is males. 2019 APNA Concern: Vaping/ecigarettes 2018 Attendance: 4th and 5th (boys) have highest absenteeism; 6th (girls) have highest	- Contributing factors: Lack of structured time in May with many students thinking school is over in May and needing a consistent staff use of the assertive discipline model; age-students can be left home alone. - Early check-outs/tardies.



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		absenteeism. 4 th and 6 th (boys) have most tardies; 5 th (girls) have the most tardies. 4 th grade overall has the most students absent. 6 th grade (boys) have the most tardies. The month of February has the most absenteeism.	
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 and provide home visits as necessary for high absenteeism. Faculty will be trained in the district crisis intervention plan and procedures.	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; Houston Townsend, Principal; Greg Coffman, Asst. Principal	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys
2. Implement activities to encourage character education such as Project Wisdom, Red Ribbon Week, classroom guidance, drug awareness, activities and bullying procedures and prevention for students and teachers.	District Support: Purchase Materials and Supplies as needed.	Taba Thurman, Counselor	APNA Results Discipline Reports Attendance Reports Parent/Family Surveys
3. Reduce the number of discipline referrals will be an area of focus.		Houston Townsend, Principal; Greg Coffman, Asst. Principal; All teachers	Discipline Reports
4. Implement an incentive program school-wide and grade level wide (similar to top AR Reader).		Houston Townsend, Principal; Greg Coffman, Asst. Principal; All Teachers	Attendance Report
5. Based on module results, building principal will make sure signs regarding tobacco, etc., are posted; teacher appreciation week will include stress balls given to faculty, for example; and		Houston Townsend, Principal; Greg Coffman, Asst. Principal; Taba Thurman, Counselor; Johnette Latham, Human Resource.	SHI Results



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EBD alerts will be sent through email. Brochures that encourage healthy eating will be provided.		
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 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: SH/BMI	2019: 4th grade: 71 males and 65 females participated in BMI Assessment. Males- 56.3 % Healthy/Underweight and 43.7%	More student awareness is needed about the importance of drinking water and more



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		Overweight, Females-63.1% Healthy/Underweight and 36.9% Overweight. 6th grade: 65 males and 58 females participated. Males-56.9% Healthy/Underweight and 43.1 Overweight. Females-72.4% Healthy/Underweight and 27.6 Overweight. 132 Males and 107 Females participated in the BMI Assessment: Males-Healthy and Underweight-59.8%; Males-Overweight-22%; Males-Obese-18.2%; Females-Healthy and Underweight- 67.3%; Females-Overweight-18.7; Females- Obese-14%. 2018 SHI weak areas: Module 5-School Health Services and Module 11-Community Involvement. - APNA 2017-2018 Results: The areas to focus upon include alcohol, marijuana usage, alcopops, and cigarettes.	teacher training/Instruction on health and wellness. - More video games being played at home. - Make more awareness regarding Community Garden, etc.
Data Collection: APNA			Peer pressure, instant gratification may be influencing APNA results.
IV. PRIORITY FOUR-SUPPORT HEALTH AND WELLNESS			
Goals:	1. The district will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and achievement. Timeline: August 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	Paige McAnulty, ACSIP Chair, Jessica Hollis, Nurse; Tara Thompson, Federal Programs Coordinator; Kathy Cynova, Nutrition Director	Student Health Index/BMI results Parent/Family Surveys



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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; Houston Townsend, Principal; Greg Coffman, Asst. Principal	Student Health Index/BMI results Parent/Family Surveys APNA
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 across the curriculum for all grade levels.		Houston Townsend, Principal; Greg Coffman, Asst. Principal	CWT
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.			



Pottsville Middle Grades School Improvement Plan

2019-
2020

2. Materials and supplies will be purchased as needed for students.