

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: _____

Date: 3-18-21

{Title} Superintendent

Approved: _____

Date: 3-18-2021

{Title} Board President

Approved: _____

Date: 3-18-2021

{Title} Board Secretary

Approved: _____

Date: 3.18.21

{Title} District SLIP Chair/Process Manager

Approved: _____

Date: _____

{Title} Principal

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, Potteryville 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: CWT results 2020: Strengths include presentation, coaching, and providing opportunities for practice. Weaknesses include: hands-on experiences (Covid); need to push Bloom's level higher towards application. 2018-2019 Overall ESSA Score and lowest subgroup: Overall score-87.92-SPED; Weighted Achievement-SWD: Growth-SWD: SQSS-ELL. 2018-2019 MOST RECENT ACT ASPIRE RESULTS: English-89.9%; Math 89.2%; Science 65.5%; Reading 65.5%. 2019 ELPA: K: 12 progressing; 1: 2 progressing; 2: 3 progressing and 2 proficient; 3: 6 progressing and 2 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 19).	See Below.
Literacy		2020-2021: STAR RESULTS: 1st(Pre-1.3 and Post-2/Gain of +.7); 2nd(Pre-2 and Post-3/Gain of +1); 3rd(Pre-3.2 and Post 3.5/Gain +.3). 2019 ACT Aspire Weakest Skill Areas: 3rd English: Production of Writing (Males scored lowest) 3rd Reading: Integration of Knowledge and Ideas (Males-barely scored lowest) 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-capitalis; 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: +5; 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: Most skills are developmental in writing; lack of background knowledge (schema). Kindergarten-need for cohesive, consistent instruction; 1st-lack of transferring knowledge/skills to writing. This takes repeated practice and continues to develop through other grades; 2nd-most skills are developmental in writing, lack of background knowledge (schema). 3rd-lack of consistent empowering writers training in all elementary grades. Other factors include writing too structured and lack of experience writing across the curriculum.
Math		2020-2021: STAR Math Results: 2nd (Pre 1.9 and Post 3.2/Gain +1.3); 3rd (end of year- 3.8) 2019: ACT Aspire Weakest Skill Areas: 3rd Math: Number and Operations in Base 10 (Justification and Explanation (Number-Females scored lowest; Justification-Males scored lowest) 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 – extended word problems; fact fluency, counting by 5s; adding and subtracting 5s and 10s; 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.	Contributing factors include: Kindergarten-need for cohesive, consistent instruction; 1st-lack of subtraction facts, time to half hour, money.– These are skills which need repeated practice and continue to develop in the next grades. Students are exposed to less money in the real world. Also, they probably see more digital clocks than actual analog clock faces. 2nd-weaknesses are developmentally challenging and some are not taught until the end of the year. 3rd-some of the skills such as subtraction with middle 0, the students are not developmentally ready for... Other factors include lack of consistent math terminology and multi-step problems overwhelming to students.

Science	2020-2021 2019: ACT Aspire Weakest Skill Areas: Grade 3: Interpretation of Data/Evaluation of Models, Inferences, and Experimental Results (Males scored the lowest) Areas of challenge include scientific investigation, evaluation of models, inferences, and experimental results.	Contributing factors include: Kindergarten-weaknesses in literacy/vocabulary; 1st-vocabulary; 2nd-lack of exposure; 3rd-ACT Aspire science test requires students to scroll left to right and up and down, which makes it very difficult for students to find answers on charts, etc. Other factors include lack of consistence of science vocabulary, more alignment needed with science standards.
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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

Goals:

Evidence-based Action Steps for All Students

Method for Monitoring/Evaluating

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, 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 (3rd grade). Three Reading Recovery Teachers will also aid in reading skills. Teachers can plan a game based around vocabulary words including math, science and real-world texts. Ideas include: <https://www.learninggamesforkids.com/vocabulary-games.html> or <https://englishteaching101.com/vocabulary-games-for-kids/> Other suggestions include: Create your own vocabulary practice using words that your class needs practice with on kahoot and/or create a taboo game using vocabulary words.

District Support
Materials and supplies will be purchased as needed. Provide three Reading Recovery Teachers-salaries/benefits.
ESA, PD, Title I, ELL

All teachers/Aides that work with children

ACT Aspire Results
Interim/Formative Assessment Results
NWA Assessments

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. Also, 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:
Renew purchase of Renaissance/AR Program.
Classroom Libraries and Library Books.

Media Specialist, All teachers

STAR test results and growth reports

District Support:
Provide 7 paraprofessionals for assistance-salary/benefits.
Purchase of devices as needed.

3. K-Plan writing strategies and topics as a team. Discuss strengths and weaknesses together to address them as a grade level, learn together, and work together to improve weaker skills. Attend PD training if possible to improve writing instruction. 1st-Hegerty Phonics/LETRS-daily practice and refer to phonics and spelling rules when writing and model; 2nd-Incorporate more non-fiction text features and exposure to such texts with more modeling of how to read and gather information from non-fiction texts. Will utilize Ras kids/Scholastic news to help enhance these skills. 3rd-daily instruction in Empowering Writers including students working through each section of the narrative writing diamond while practicing each skill. Training in writing for all Elem teachers if possible.	ESA Title I, ELL, District	All teachers	STAR test results and growth reports Interim/Formative Assessment Results ACT Aspire Results NWA
4. To improve classroom instruction and student achievement, faculty will incorporate test-taking skills and study skills in lesson plans. K-teachers will send home suggestions for nightly follow-up/practice of skills taught at school; will discuss choosing appropriate answer/eliminating incorrect answers from multiple answers; 1st-practice listening and following directions-daily; review answers-daily; reading-teach to skip and go back when reading text, teach about inferring, teach about how to go back and find answers in text; 2nd-read to locate information/finding evidence-highlight answers in text and eliminate distractors; 3rd-send home study guides and flash cards, answer elimination, and teach time efficiency. All-use time wisely, answer every question, review work, answer easiest questions first.	ESA-Materials and supplies will be purchased as needed.	All faculty	Interim/Formative Assessment Results ACT Aspire Results NWA
5. 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 Hegerty) will additionally be used.	District Support: 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		Students with Disabilities	

Homeless/Foster/Migrant	At-risk

POTTSVILLE ELEMENTARY

LITERACY PLAN

MISSION:

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.

INTRODUCTION:

The Pottsville Elementary 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 ELEMENTARY 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.

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 ELEMENTARY:

Teaching students how to read at this early age sets the foundation for all content areas. We address all five components of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency in our reading instructional plan. It is essential students master these areas in order to become grade level readers.

Assessing Literacy Proficiency: DRA, NWEA, PAST, Quick Phonics Screener, DIBELS, DSA, CTOPP, DSA, ACT Aspire, and Woodcock Johnson.

Curriculum and Instructional Resources: Phonemic Awareness: Heggerty Phonics: Teacher created, Phonetic Connections and Phonics First Curriculum

Comprehension and Vocabulary: Journeys, Balanced Literacy, Trade books, Novel Studies, and Quick Reads

Fluency: Fluency Checks

Interventions: Reading Recovery, Small Group instruction based on need, SPIRE, and IXL

I. PRIORITY ONE-SUPPORT ACADEMIC ACHIEVEMENT-MATH

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/Evaluation
1. Math teachers will attend PD such as CGI and participate and incorporate Go Math and supplemental math instructional strategies into lessons. Teachers can plan a game based around vocabulary words including math, science and real-world-texts. Ideas include: https://www.learninggamesforkids.com/vocabulary-games.html or https://englishteaching101.com/vocabulary-games-for-kids/ Other suggestions include: Create your own vocabulary practice using words that your class needs practice with on kahoot and/or create a taboo game using vocabulary words.	District Support: <u>Purchase materials and supplies as needed; purchase substitutes-</u> <u>SUBTEACH.</u> <u>PD, ESA, Title I, ELL</u>	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 and words found in real-world texts (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: <u>Purchase materials and supplies as needed.</u> <u>ESA, Title I, ELL</u>	Math Teachers, All Teachers- cross/curricular activities	ACT Aspire Results Interim/Formative Assessment Results NWA

3. To improve classroom instruction and student achievement, faculty will incorporate test-taking skills and study skills in lesson plans. K-teachers will send home suggestions for nightly follow-up/practice of skills taught at school; will discuss choosing appropriate answer/eliminating incorrect answers from multiple answers; 1st-practice listening and following directions-daily; review answers-daily; reading-teach to skip and go back when reading text, teach about inferring, teach about how to go back and find answers in text; 2nd-read to locate information/finding evidence-highlight answers in text and eliminate distractors; 3rd-send home study guides and flash cards, answer elimination, and teach time efficiency. All-use time wisely, answer every question, review work, answer easiest questions first.	<u>ESA-Materials and supplies will be purchased as needed.</u>	All faculty	Interim/Formative Assessment Results ACT Aspire Results NWA
4. 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.	<u>District Support:</u> <u>Purchase materials and supplies as needed.</u> <u>ESA, Title I</u>	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)?			
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

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 PD training as needed to address Next Generation Science Standards, etc.	<u>District Support:</u> <u>Registration fees, Meals, Travel, Lodging, Substitutes, etc.... if needed.</u> <u>PD</u>	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. More focus on vocabulary words (kahoot) and words used in real-world text in addition to textbooks. Teachers can plan a game based around vocabulary words including math, science and real-world-texts. Ideas include: https://www.learninggamesforkids.com/vocabulary-games.html or https://englishteaching101.com/vocabulary-games-for-kids/ Other suggestions include: Create your own vocabulary practice using words that your class needs practice with on kahoot and/or create a taboo game using vocabulary words.		Science Teachers	ACT Aspire Results Interim/Formative Assessment 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. Mrs. Key will supply coordinating IXL activities which classroom teachers will do in the classroom.	<u>District Support: Purchase materials, supplies as needed, purchase IXL software.</u> <u>ESA</u>	Science Teachers	ACT Aspire Result Interim/Formative Assessment Results
4. To improve classroom instruction and student achievement, faculty will incorporate test-taking skills and study skills in lesson plans. K-teachers will send home suggestions for nightly follow-up/practice of skills taught at school; will discuss choosing appropriate answer/eliminating incorrect answers from multiple answers; 1st-practice listening and following directions-daily; review answers-daily; reading-teach to skip and go back when reading text, teach about inferring, teach about how to go back and find answers in text; 2nd-read to locate information/finding evidence-highlight answers in text and eliminate distractors; 3rd-send home study guides and flash cards, answer elimination, and teach time efficiency. All-use time wisely, answer every question, review work, answer easiest questions first.	<u>ESA-Materials and supplies will be purchased as needed.</u>	All faculty	Interim/Formative Assessment Results ACT Aspire Results NWA

5. Incorporate ACT Aspire / NWA 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. <u>ESA</u>	Science Teachers, All Teachers-cross curricular activities	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)?			
Black/African American		Hispanic/Latino	
White		Economically Disadvantaged	
English Language Learners		Students with Disabilities	
Homeless/Foster/Migrant		At-risk	

II. COMPREHENSIVE NEEDS ASSESSMENT FOR FAMILY AND COMMUNITY 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:	2020-2021: DATA UNAVAILABLE-COVID 2019: 308.8 logged volunteer hours with 2018 having 205.01. Most recent survey results support continued high levels of parent involvement and 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.	Lack of communication with parents who are not able to attend Open-House, parent work schedules and other parent meetings concerning volunteering.

II. PRIORITY TWO- SUPPORT FAMILY AND COMMUNITY ENGAGEMENT

Goals: 1. Collaborate with parents, families and the community to enhance and support student 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. Parent and Family Engagement Professional Development will be provided to teachers as required by ADE . Parent Barriers will also be addressed.	District Support: Title I, ESA, District	Shawna Williams, SLIP Chair, Lane Smith, Family/Community 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: 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)?

Black/African American	Hispanic/Latino
White	Economically Disadvantaged
English Language Learners	Students with Disabilities
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:	2020: Discipline results: disorderly conduct occurs the most per grade level during March especially with males being most referred. 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. 2020: Tardies results: K-301 (girls the most), 1-313 (girls), 2-306 (girls/boys-same amount), 3rd grade most tardies-490 (girls); March-most tardies. 2019 Attendance/Tardies results: kindergarten (girls); 1st grade (girls); 2nd grade (boys); and 3rd grade (boys) have the highest absence. Girls overall have the highest overall absences. 1st grade girls have the most absences. February is the month when most absences occur.	2020: Contributing factors for tardies: Getting to bed early is not a top priority; students are playing ball in the fall and spring; our younger children tend to play at the later times; March may be a problem because of spring fever and time changes and staying up later to play outside; Girls may have more tardies which could be because it takes longer for girls to tend to get ready; Stress of being quarantined/getting sick may have been making people not sleep well and, therefore, getting to school late.		
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 2020-May 2021		Persons Responsible/Position/Role	Method for Monitoring/Evaluating
Evidence-based Action Steps for All Students		Possible Funding Source		
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.	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 APNA Results Discipline Reports Attendance Reports Parent/Family Surveys Discipline Reports
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. Educate parents as drug paraphernalia develops and changes throughout the years.	District Support: Purchase Materials and Supplies as needed.			
3. Counselor will contact teachers or vice versa to see what students are on the bubble of inappropriate behavior.-Catch them before the referral.			Jeff Duvall, Counselor; All teachers	Discipline Reports
4. Review absenteeism/tardies and discipline concerns to improve academic achievement. Actions to assist with discipline: small group intervention/therapy with counselor to discuss emotions, how to handle them, role playing for positive interaction and problem resolution with peers. Actions to help overcome tardies, etc.: Encourage parents to have a set bedtime routine and encouraging students that they need sleep to have a productive day; implement that three tardies equal an absence; have parents bring in students when tardy (pending Covid restrictions); stricter consequences for repeat tardies; reward students who do not have repeated tardiness; problem-solve with parents.			Shannon Davis, Principal; All teachers	Discipline Reports, Attendance 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		
White		Economically Disadvantaged		
English Language Learners		Students with Disabilities		
Homeless/Foster/Migrant		At-risk		

