



## POTTSVILLE SCHOOL DISTRICT SUPPORT PLAN

### Mission Statement

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

### Approvals

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

Superintendent:

Larry Doss

Date:

4-20-23

Board President:

Jim Homan

Date:

4/20/23

Board Secretary:

Jeff Leach

Date:

4/20/23

District SLIP Chair:

Jara Thompson

Date:

4.20.23

# LITERACY

## Goal 1: SMART Goals (specific, measurable, attainable, relevant, time-based)

- Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams to increase literacy scores by 3% by the end of the 2023-2024 school year.

## Priority 1: Implementing Effective Instruction-Literacy

Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator

## ANALYZING DATA TO DETERMINE IF ACTIONS ARE WORKING

\*Review trends (3 years if possible) to determine weaknesses\*

ACT ASPIRE RESULTS	<p><b>2022-2023: Pending</b>  <b>Contributing Factors for Area/s of Weakness:</b>  <b>List Area/s of Strength:</b></p> <p>2021-2022: English-3rd-82%; 4th-78.8%; 5th-82.3%; 6th-77.7%; 7th-89%; 8th-78.1%; 9th-70.6%; 10th-69.1% and Reading-3rd-55%; 4th-58%; 5th-52.4%; 6th-56.7; 7th-43.4%; 8th-63%; 9th-51.3%;  Contributing Factors: Lack of reading stamina; Lack of student effort/work; Students struggle to "read between the lines"</p> <p>2020-2021: English-3rd-84.3%; 4th 81.5%, 5th 80.5%, 6th 85.7%; 7th-83.8%; 8th-84.8%; 9th-68.8%; 10th-69.9%; and Reading-3rd-51.2%;4th 65.3%, 5th 55%, 6th 57.1%; 7th-42.5%; 8th-63.2%; 9th-49.3%; 10th-37.6%.  Contributing Factors: Covid, Lack of parent involvement</p>
STAR READING RESULTS	<p><b>2022-2023: All grade levels showed gains of +1 or more.</b>  2021-2022: All areas show gains.  2020-2021: All areas show gains.</p>
CWT RESULTS	<p><b>2022:2023: Weak areas include coaching, summarizing and notetaking, recalling information</b></p> <p>2021-2022:Weak areas include cooperative learning and using low level Bloom's.  2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension.</p>
ELPA PROFICIENCY RESULTS	<p><b>2022-2023: Pending</b></p>

	2021-2022: K-0%;1st-25%, 2nd-13%, 3rd-20%, 4th-8th-all 0%; 9th-25%; 10th-12th-0%.
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## LITERACY ACTION STEPS FOR AREA/S OF CONCERN:

### **ACTION 1: IMPROVE READING COMPREHENSION, DECODING SKILLS, AND FLUENCY:**

Right to Read training will be implemented in all classrooms 4-6 faculty will attend RISE Training provided by Arch Ford. Counselor/Coaches/Band/Choir/Media Specialist will attend/be provided training through Modules on Arkansas Ideas. PD Training will be provided as needed.

- o Funding Source = PD, Title I
- o Evaluation = ACT Aspire, Interim/Formative Assessments

### **ACTION 2: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES:**

Incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review; review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; graphic organizers, story boards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

### **ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

Use one-on-one classroom support, use vocabulary and IXL to focus on building vocabulary /comprehension skills. Will also use edpuzzle, brainpop, Nearpod, quizzizz and Cornell notes to give children a variety of forms and tools to help retention. Have check-ins with homeless and poverty students to ensure their basic needs are being met. Materials and supplies will be purchased as needed.

- o Funding Source = Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation = ACT Aspire, Interim/Formative Assessments, ELPA results, CWTs

- FOLLOW [THE LITERACY PLAN](#)

# MATH

**Goal 2: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams and increase all students' mathematical reasoning achievement by 3% as it relates to each subject and applies to real-life situations by the end of the end of the 2023-2024 school year.

**Priority 2: Implementing Effective Instruction-Math**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZING DATA TO DETERMINE IF ACTION STEPS ARE WORKING

**\*Review trends (3 years if possible) to determine weaknesses\***

<b>ACT ASPIRE RESULTS</b>	<p><b>2022-2023: Pending</b></p> <p><b>Contributing Factors for Area/s of Weakness:</b></p> <p><b>List Area/s of Strength:</b></p> <p>2021-2022: Math-3rd-78.2%; 4th- 62.5%, 5th- 61.3%, 6th- 64.3%; 7th-58%; 8th-51%; 9th-31.9%; 10th-37.5%; Contributing Factors: Gaps in learning and lack of number sense; Lack of student effort/work; Struggle with abstract thinking</p> <p>2020--2021: Math-3rd-75.6; 4th- 70.2%, 5th- 71.8%, 6th- 68.7%; 7th-51.9%; 8th-44.8%; 9th-35.4%; 10th-37.5% Contributing Factors: Covid, Lack of parent involvement</p>
<b>STAR MATH RESULTS</b>	<p><b>2022:2023: PENDING RESULTS</b></p> <p>2021-2022: All showed gains of .5 or higher.</p> <p>2020-2021: All showed gains of 1.0 and higher</p>
<b>CWT RESULTS</b>	<p>2021-2022:Weak areas: cooperative learning, using low level of Bloom's.</p> <p>2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension</p>

## **ACTION STEPS FOR AREA/S OF CONCERN**

### **ACTION 1: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES:**

Incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review; review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; bellringers, repetition, graphic organizers, story boards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed; 95% RTI Training.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

### **ACTION 2: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

An instructional paraprofessional will work with students on setting up word problems. Classroom math teachers will also include more word problems in units of study. Problems center on measurement and data. Incorporate measurement and data examples in starters. Use IXL to focus on measurement and data after lessons on it. For vocabulary support, students will be given a folder with glossary and vocabulary handbook. They also have language dictionaries; use vocabulary.com and quizlet to build vocabulary skills. Provide more communication through remind.com and school messenger. Materials and supplies and PD/subs will be provided as needed.

- o Funding Source= PD, Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs, ELPA



# SCIENCE

**Goal 3: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- **Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams and increase all students' scientific reasoning and investigative skills by 3% by the end of the 2023-2024 school year.**

**Priority 3: Implementing Effective Instruction-Science**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTION STEPS ARE WORKING

**\*Review trends (3 years if possible) to determine weaknesses\***

<b>ACT ASPIRE RESULTS</b>	<p><b>2022-2023: Pending</b></p> <p><b>Contributing Factors:</b></p> <p><b>List Area/s of Strength:</b></p> <p>2021-2022: Science-3rd-50.9%;4th 60.9%, 5th-68.5%, 6th-55.4%;7th-51%; 8th-60%; 9th-46.2%; 10th-44.1%</p> <p>Contributing Factors: Lack of understanding of science content/wording; lack of student effort/work beyond 5<sup>th</sup> grade level; struggle with abstract thinking</p> <p>2020-2021: Science-3rd-55.1%; 4th- 63.7%, 5th- 55%, 6th-57.8%; 7th-53.1%; 8th-47.2%; 9th-46.5%; 10th-41.4%</p> <p><b>Contributing Factors:</b> Covid, Lack of parent involvement</p>
<b>CWT RESULTS</b>	<p><b>2022-2023: Weak areas: coaching, summarizing/note-taking, generate/test hypothesis</b></p> <p>2021-2022: Weak areas: cooperative learning; using low level Bloom's.</p> <p>2020-2021: Weak areas include modeling, presentation, cooperative learning, reinforcing student effort/recognition, and using low level of Bloom's-knowledge and comprehension.</p>

## **ACTION STEPS FOR AREA/S OF CONCERN**

### **ACTION 1: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES: :**

Incorporate Bell-ringers, spiral review, homework to deepen knowledge, cooperative learning, structured grouping, visual symbols, cumulative review; review content with a combination of strategies from Marzano (cumulative review/summary, present problem, brief practice, questioning; Bellringers, repetition, graphic organizers, story boards, pictures-see pictures depicting content/observe demonstration, highlight critical information, activate prior knowledge. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs

### **ACTION 2: INCREASE STUDENT COMPREHENSION SKILLS:**

Incorporate ACT Aspire materials and released questions; testing strategies; incorporate more multi-question/reading with graphs in lessons across the curriculum. Materials and supplies will be purchased as needed and PD/subs provided as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation= ACT Aspire, Interim/Formative Assessments, CWTs

### **ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:**

Extra practice/spiral review, use bell-ringers, labs, activities that constantly include vocabulary. Use hands-on lab activities to improve scientific investigation. evaluation of models, inferences and experimental results. Use IXL as a science starter to build prediction/observation skills and to use evidence to support, bell-ringers, labs, activities that constantly include vocabulary; spiral review/extra practice, use quizlet and vocabulary.com to build vocabulary skills. Provide more communication-use nind.com and school messenger.

- o Funding Source= PD, Title I, ELL, ESA, ARP ESSER Homeless Funds
- o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs, ELPA

## FAMILY AND COMMUNITY ENGAGEMENT

**Goal 4: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Faculty will work in collaborative teams to increase family/community engagement by 3% by the end of the 2023-2024 school year.

**Priority 4: Building a Positive School Culture**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE IF ACTION STEPS ARE WORKING

**\*Review trends (3 years if possible) to determine weaknesses\***

### PARENT/FAMILY SURVEYS

**2022-2023: Need more information about school programs and meetings; more understanding about school programs and operations; adequate opportunities for parent engagement; help with dealing with issues in the future**  
**Contributing Factor: Work schedules, need more mental health training, include more Spanish versions of forms**

2021-2022: Focus on better communication with parents-meetings, etc.  
Contributing Factor: More activities/need to get ideas...especially at HS.

2020-2021: Focus on better communication with parents and responding more promptly to emails, phone calls, etc.  
Contributing Factor: Lack of communication with parents who are not able to attend Open House and other parent meetings.

## ACTION STEPS FOR AREA/S OF CONCERN

### **ACTION 1: INCREASE FAMILY AND COMMUNITY ENGAGEMENT TO ENHANCE STUDENT ACHIEVEMENT:**

Provide better communication with families regarding student absences, parent-teacher conferences, orientations, banquets, other school activities through School Messenger, HAC, School Website. Materials and supplies will be provided as needed for activities.

- o Funding Source= Title I, ESA, ELL



- o Evaluation: FACE Surveys, Volunteer Hours

**ACTION 2: ATTEND PROFESSIONAL DEVELOPMENT TO INCREASE FAMILY AND COMMUNITY ENGAGEMENT:**

Faculty will attend FACE training as needed and during DESE rotating scheduled trainings. Subs will be provided.

- o Funding Source= PD, Title I
- o Evaluation: FACE Surveys

**ACTION 3: Follow [THE FACE PLAN](#)**

# CHARACTER EDUCATION AND WELLNESS

**Goal 5: SMART Goals (specific, measurable, attainable, relevant, time-based)**

- Faculty will work in collaborative teams to foster a safe and drug-free learning environment and to decrease absenteeism/tardies and discipline problems by 3% by the end of the 2023-2024 school year.

**Priority 5: Building a Positive School Culture**

**Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator**

## ANALYZE DATA TO DETERMINE AREA/S OF CONCERN

**\*Review trends (3 years if possible) to determine areas of weaknesses\***

<b>PARENT-FAMILY SURVEY</b>	<b>2022-2023: 85% of families feel safe at school.</b> 2021-2022: 96% of families feel safe at school 2020-2021: 98% of families feel safe at school.
<b>TARDIES/ABSENTEEISM:</b>	<b>2022-2023: Jan. had most absences; females missed the most</b> <b>Contributing Factors: Transportation, Flu Season, Covid</b> 2021-2022: Feb. had most absences; males missed the most Contributing Factors: Flu Season, Covid
<b>DISCIPLINE</b>	<b>2022-2023: Insubordination</b> <b>Contributing Factor: Lack of social skills, Parents may not be at home to discipline due to work schedules</b> 2021-2023 Insubordination Contributing Factor: Lack of social skills
<b>APNA</b>	<b>2022-2023: Alcohol, Vaping, any Drug, Antisocial behavior</b> <b>Contributing Factors: peer pressure, lack of parental supervision, need more awareness about the effects of drugs, peer pressure</b> 2021-2022: Vaping, Alcohol, Mental health <b>Contributing Factors: Lack of social skills-Covid, peer pressure</b> 2020-2021: Mental health (need ideas to reduce stress), alcohol, flavored vape and any vape. Contributing Factors: Peer pressure, instant gratification

<b>SCHOOL HEALTH INDEX</b>	<b>2022-2023: Module 9-Employee Wellness and Module 11 Community Involvement, Module 6-Social and Emotional Learning</b> 2021-2022: Module 9-Employee Wellness and Community Involvement-Module 11, Module 6 Social and Emotional Learning 2020-2021: Improvements needed in Module 9 employee wellness and Module 11 community involvement.
<b>BMI</b>	<b>2022-2023: Pending</b>  2021-2022-Overall-Males-54.3% healthy, 20.7% overweight, 25% obese; Females-2.1% underweight, 60.7% healthy, 22.5% overweight, 14.7% obese.

## ACTION STEPS FOR AREA/S OF CONCERN:

### **ACTION 1: PROMOTE A SAFE AND DRUG-FREE ENVIRONMENT TO INCREASE STUDENT ACHIEVEMENT:**

Provide classroom lessons targeting APNA and discipline concerns; Monitor absenteeism, tardies, bullying, and harassment; implement Hope Squad curriculum and program; Send weekly assignment newsletters or use Remind to assist students who are absent; Reinforcement of positive behavior.

- o Funding Source- Title I, ESA
- o Evaluation: Family Survey, Absenteeism Reports, Discipline Reports, APNA

### **ACTION 2: SUPPORT ACTIVITIES THAT PROMOTE A HEALTHY LIFESTYLE:**

During RR Week, provide programs on alcohol and other drug use and preventions; research a campus-based medical clinic; create a monthly newsletter on health; and discuss mental health during team meetings. Provide training to faculty on Wellness—Jordan Summers/Arch Ford.

- o Funding Source-Title I, ESA, PD
- o Evaluation: SHI, BMI