



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: *Randy Dieger* Date: 4-18-24

Board President: *[Signature]* Date: _____

Board Secretary: *M. Webster* Date: 4/18/24

District SLIP Chair: *Jana Thompson* Date: 4.18.24

LITERACY

<p>Goal 1: SMART Goals (specific, measurable, attainable, relevant, time-based)</p> <ul style="list-style-type: none"> • Implementation of a Guaranteed and Viable Curriculum-Faculty will work in collaborative teams to increase literacy scores by 3% by the end of the 2024-2025 school year.
<p>Priority 1: Implementing Effective Instruction-Literacy</p>
<p>Evidence-based Action Steps to be completed by Collaborative Teams, Admin, Curriculum Coordinator, and Federal Programs Coordinator</p>

ANALYZING DATA TO DETERMINE IF ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

<p>ATLAS</p> <p>ACT ASPIRE RESULTS</p>	<p>2023-2024: Pending Results Contributing Factors: Area/s of Strength:</p> <p>2022-2023: English-3rd-88.5%; 4th-79%; 5th-80.8%; 6th-78.9%; 7th-84.8%; 8th-79.5%; 9th-68.2%; 10th-72.8%; Reading-3rd-56.5%;4th-72%; 5th-48.5%; 6th-58.6%; 7th-47%; 8th-63.1%; 9th-59.1%; 10th-49.1% Contributing Factors for Area/s of Weakness: Gaps in Curriculum; List Area/s of Strength: Phonics</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>STAR READING RESULTS</p>	<p>2023-2024-Pending 2022-2023: All grade levels showed gains of +1 or more. 2021-2022: All areas show gains.</p>
<p>CWT RESULTS</p>	<p>2023-2024: Weak areas include use of learning centers, generating/testing hypothesis, and not using higher level Bloom’s such as synthesis and evaluation</p> <p>2022:2023: Weak areas include coaching, summarizing and notetaking, recalling information</p> <p>2021-2022:Weak areas include cooperative learning and using low level Bloom’s.</p>

ELPA PROFICIENCY RESULTS	<p>2023-2024: Pending</p> <p>2022-2023: K-0/10; 1st-2/8-25%; 2nd-4/9-44%; 3rd-2/7-29%; 4th-0/10; 5th-0/2; 6th-¼-25%; 7th-0/5; 8th-0/1; 9th-0/4; 10th-0/2; 11th-0/2; and 12th %.</p> <p>2021-2022: K-0%;1st-25%, 2nd-13%, 3rd-20%, 4th-8th-all 0%; 9th-25%; 10th-12th-0%.</p>
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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 = ATLAS,, 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 = ATLAS, Interim/Formative Assessments, CWTs

ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:

Use one-on-one classroom support, use flocabulary 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. Purchase EL translators to assist with communication barriers. Materials and supplies will be purchased as needed.

- o Funding Source = Title I, ELL, ESA
- o Evaluation = ATLAS, Interim/Formative Assessments, ELPA results, CWTs

- **FOLLOW THE LITERACY PLAN**

MATH

Goal 2: SMART Goals (specific, measurable, attainable, relevant, time-based) <ul style="list-style-type: none"> 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 2024-2025 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

ATLAS ACT ASPIRE RESULTS	2023-2024: Pending Results Contributing Factors: Area/s of Strength: 2022-2023: 3rd-79.9%; 4th-74.5%; 5th-66.9%; 6th-72.4%; 7th-60.6%; 8th-70%; 9th-37.7%; 10th-31.0% Contributing Factors for Area/s of Weakness: Gaps in curriculum List Area/s of Strength: 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
STAR MATH RESULTS	2022:2023: PENDING RESULTS 2021-2022: All showed gains of .5 or higher. 2020-2021: All showed gains of 1.0 and higher
CWT RESULTS	2023-2024: Weak areas include use of learning centers, generating/testing hypothesis, and not using higher level Bloom's such as synthesis and evaluation 2021-2022:Weak areas: cooperative learning, using low level of 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

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 = ATLAS, 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](http://quizlet.com) 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
- o Evaluation: ATLAS, Interim/Formative Assessments, CWTs, ELPA

SCIENCE

Goal 3: SMART Goals (specific, measurable, attainable, relevant, time-based) <ul style="list-style-type: none"> • 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 2024-2025 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

<p>ATLAS</p> <p>ACT ASPIRE RESULTS</p>	<p>2023-2024: Pending Contributing Factors: Area/s of Strength:</p> <p>2022-2023: 3rd-58.5%; 4th-68%; 5th-60%; 6th-58.6%; 51.7%;7th-51.7%; 8th-53%; 9th-47.4%; 10th-47.8% Contributing Factors: Lack of vocabulary List Area/s of Strength:</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% Contributing Factors: Lack of understanding of science content/wording; lack of student effort/work beyond 5th grade level; struggle with abstract thinking 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% Contributing Factors: Covid, Lack of parent involvement</p>
<p>CWT RESULTS</p>	<p>2022-2023: Weak areas: coaching, summarizing/note-taking, generate/test hypothesis 2021-2022: Weak areas: cooperative learning; 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>

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 = ATLAS, 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= ATLAS, 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 remind.com and school messenger.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation: ATLAS, 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 2024-2025 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

<p>PARENT/FAMILY SURVEYS</p>	<p>2023-2024: Need timely communication, busy parents, need to plan around work schedules Contributing Factors: Lack of communication with parents who do not attend Open House and other parent meetings</p> <p>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</p> <p>2021-2022: Focus on better communication with parents-meetings, etc. Contributing Factor: More activities/need to get ideas...especially at HS.</p>
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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 and Newsletters. 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 2024-2025 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

<p>PARENT-FAMILY SURVEY</p>	<p>2023-2024: 93% of families feel safe at school. 2022-2023: 85% of families feel safe at school. 2021-2022: 96% of families feel safe at school</p>
<p>TARDIES/ABSENTEEISM:</p>	<p>2023-2024: October/December. Contributing Factors: Students staying up late; Illness-flu, Covid, Stomach Viruses, etc.; Females-most absences 2022-2023: Jan. had most absences; females missed the most Contributing Factors: Transportation, Flu Season, Covid 2021-2022: Feb. had most absences; males missed the most Contributing Factors: Flu Season, Covid</p>
<p>DISCIPLINE</p>	<p>2023-2024: Disorderly Conduct, Use of Cell Phones Contributing Factors: Most incidents occur in October-no breaks, Change in Routine 2022-2023: Insubordination Contributing Factor: Lack of social skills, Parents may not be at home to discipline due to work schedules 2021-2023 Insubordination Contributing Factor: Lack of social skills</p>
<p>APNA</p>	<p>2023-2024-Will analyze in August 2024. 2022-2023: Alcohol, Vaping, any Drug, Antisocial behavior Contributing Factors: peer pressure, lack of parental supervision, need more awareness about the effects of drugs, peer pressure</p>

	<p>2021-2022: Vaping, Alcohol, Mental health Contributing Factors: Lack of social skills-Covid, peer pressure</p> <p>2020-2021: Mental health (need ideas to reduce stress), alcohol, flavored vape and any vape.</p> <p>Contributing Factors: Peer pressure, instant gratification</p>
SCHOOL HEALTH INDEX	<p>2023-2024: Module 9-Employee Wellness and Module 9-Community Involvement</p> <p>2022-2023: Module 9-Employee Wellness and Module 11 Community Involvement, Module 6-Social and Emotional Learning</p> <p>2021-2022: Module 9-Employee Wellness and Community Involvement-Module 11, Module 6 Social and Emotional Learning</p>
BMI	<p>2023-2024: Pending-May not be available</p> <p>2022-2023: Not Available</p> <p>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.</p>

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/Social and Emotional Learning—Jordan Summers/Arch Ford.

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