



POTTSVILLE ELEMENTARY-SLIP

Mission Statement

It is the mission of Pottsville Elementary School to utilize parents, the 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 lifelong 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.

Superintendent:

Larry Duggan

Date:

4-20-23

Board President:

[Signature]

Date:

4-20-23

Board Secretary:

[Signature]

Date:

4-20-23

District SLIP Chair:

Jara Thompson

Date:

4.20.23

Principal:

Date:



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Superintendent: _____ Date: _____

Board President: _____ Date: _____

Board Secretary: _____ Date: _____

District SLIP Chair: _____ Date: _____

Principal: _____ Date: _____

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

ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

ACT ASPIRE RESULTS	<p>2022-2023: Pending Contributing Factors to Area/s of Weakness: List Area/s of Strength:</p> <p>2021-2022: English-3rd- 82%; Reading-55% Contributing Factors: 3rd-Higher level thinking-designed for critical thinkers, so not all students can read and comprehend quickly;</p> <p>2020-2021: English-3rd-84.3%; Reading-51.2%-Integration of knowledge and ideas (males scored lower) Contributing Factors: Covid, Lack of parent involvement</p>
OTHER ASSESSMENTS (EXAMPLE-NWA, interim)	2022-2023:
STAR READING RESULTS	<p>2022-2023: 2nd-(pre-2.2, post 3.3); 3rd-(pre-3.1- post 4.0) 2021-2022: N/A 2020-2021: STAR Reading: 1st-(pre-1.3, post-2); 2nd-(pre-2, post-3); 3rd-(pre-3.2, post-3.5)</p>
CWT RESULTS	<p>2022-2023: Strengths include: Reinforcing effort/recognition, identifying similarities/differences, Bloom's-analysis; Area to work on: Generate/Test Hypothesis, Bloom's-spiral more for general knowledge. 2021-2022: N/A 2020-2021: Strengths include presentation, coaching and providing opportunities for practice. Weaknesses include hands-on experiences (Covid) and need to push Bloom's level higher towards the application level. .</p>
ELPA	<p>2022-2023: Pending 2021-2022: K-0% proficient; 1st-25% proficient; 2nd-13% proficient; and 3rd-20% proficient</p>

LITERACY ACTION STEPS TO OVERCOME AREA/S OF CONCERN

ACTION 1: PROVIDE INSTRUCTIONAL SUPPORT AND USE ADDITIONAL STRATEGIES IN THE CLASSROOM TO INCREASE STUDENT ACHIEVEMENT AND GROWTH:

Continue RTI, common assessments, utilize aides in small groups, utilize different materials, focus on prior knowledge and vocabulary, use technology such as chromebooks, computer lab, language review, journal writing, and differentiated instruction. Materials and supplies will be purchased as needed and PD/subs provided as needed; 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; Other strategies to be used in 2021-2022 to assist with student achievement include: K-Advanced organizers, think-pair-share, visuals and modeling, implement more experiences into every day learning/use less technology; 1st-K-W-L strategy, preview questions/activate prior knowledge, use explicit connections/physical movement by drawing connections between content and real-world situations making it more relevant for students, also use bilateral movement; 2nd-K-W-L charts/prior knowledge, pause time/think time, think-pair-share, implement hands-on/technology-free STEM activities that get students thinking and communicating-For example, after giving 2nd graders the experience of the pumpkin patch, we can investigate and write about the connections made-comparing apples, pumpkins, and other common produce; 3rd-Anticipation guides; Pull-out-Dramatic instruction, questioning, demonstration, informational hooks, explicit connections.

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

ACTION 2: IMPROVE READING COMPREHENSION, DECODING SKILLS, AND FLUENCY:

Continue with the Accelerated Reader Program, use electronic reading devices, online databases with books read aloud to assist 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. Materials and supplies will be purchased as needed.

- o Funding Source= PD, Title I, ELL, ESA
- o Evaluation = ACT Aspire, Interim/Formative Assessments, CWTs, STAR Testing and growth reports

ACTION 3: IMPROVE WRITING SKILLS:

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; 1st-Heggerty 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 Raz 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. Materials and supplies will be purchased as needed and PD/subs will be provided as needed.

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

ACTION 4: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:

Provide ESL students with hands-on technology to assist them with their reading comprehension to assist them with their reading comprehension and vocabulary, and focus on context clues with subpopulations. Also, utilize Empowering Writers, IXL, 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, pre-assessments, word splashes-sort terms, and use Flocabulary or Nearpod,

- o Funding Source = Title I, ELL, ESA, ARP ESSER Homeless Funds

- o Evaluation = ACT Aspire, Interim/Formative Assessments, ELPA results, CWTs, NWA

ACTION 5: 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

ANALYZE DATA TO DETERMINE IF ACTION STEPS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

ACT ASPIRE RESULTS	<p>2022-2023: Pending</p> <p>Contributing Factors to Area/s of Weakness::</p> <p>List Area/s of Strength</p> <p>2021-2022: Math-3rd-78.2% Contributing Factors: Missing a large chunk of school due to Covid.</p> <p>2020-2021: Math-3rd-75.6% Contributing Factors: Covid, Lack of parent involvement</p>
OTHER ASSESSMENT RESULTS (EXAMPLE: NWA)	
STAR MATH RESULTS	<p>2022-2023: 2nd-(pre 2.1, post 3.1); 3rd-(pre 2.9, post 4.4)</p> <p>2021-2022: N/A 2020-2021: STAR Math: 2nd (pre-1.4 and post-3.2); 3rd (end of year-3.8)</p>
CWT RESULTS	<p>2022-2023: Strengths include: Reinforcing effort/recognition, identifying similarities/differences, Bloom's-analysis; Area to work on: Generate/Test Hypothesis, Bloom's-spiral more for general knowledge.</p> <p>2021-2022: N/A 2020-2021: Strengths include presentation, coaching and providing opportunities for practice. Weaknesses include</p>

	hands-on experiences (Covid) and need to push Bloom's level higher towards the application level. .
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MATH ACTION STEPS TO OVERCOME CONCERN/S

ACTION 1: PROVIDE INSTRUCTIONAL SUPPORT AND USE ADDITIONAL STRATEGIES IN THE CLASSROOM TO INCREASE STUDENT ACHIEVEMENT AND GROWTH:

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: Create your own vocabulary practice using words that your class needs practice with on kahoot and/or create a taboo game using vocabulary words. 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; review answers; 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.

Other strategies to be used in 2022-2023 include to assist with student achievement include: K-Advanced organizers, think-pair-share, visuals and modeling, implement more experiences into every day learning/use less technology; 1st-K-W-L strategy, preview questions/activate prior knowledge, Use explicit connections/physical movement by drawing connections between content and real-world situations making it more relevant for students, also use bilateral movement; 2nd-K-W-L charts/prior knowledge, pause time/think time, think-pair-share, implement hands-on/technology-free STEM activities that get students thinking and communicating; 3rd-questioning, demonstration, informational hooks, explicit connections. 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, NWA

ACTION 2: PROVIDE REAL-WORLD EXPERIENCES:

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. 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, NWA

ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:

Pre-assessments, word splashes-sort terms, use academic games-The teacher will use school resources such as Flocabulary, Nearpod, etc..., to create learning games to help engage students in the areas of weakness. 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, NWA

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

ACT ASPIRE RESULTS	<p>2022-2023: PENDING</p> <p>Contributing Factors to Area/s of Weakness:</p> <p>List Area/s of Strength:</p> <p>2021-2022: Science-50.9% Contributing Factors: Constraints to "hands-on" activity and not enough exposure or time for investigations.</p> <p>2020-2021: Science-55.1% Contributing Factors: Covid, Lack of parent involvement</p>
OTHER ASSESSMENTS (EXAMPLE-NWA)	
CWT RESULTS:	<p>2022-2023: Strengths include: Reinforcing effort/recognition, identifying similarities/differences, Bloom's-analysis; Area to work on: Generate/Test Hypothesis, Bloom's-spiral more for general knowledge.</p> <p>2021-2022: N/A</p> <p>2020-2021: Strengths include presentation, coaching and providing opportunities for practice. Weaknesses include hands-on experiences (Covid) and need to push Bloom's level higher towards the application level.</p>

SCIENCE ACTION STEPS FOR OVERCOMING AREA/S OF CONCERN

ACTION 1: PROVIDE INSTRUCTIONAL SUPPORT AND USE ADDITIONAL STRATEGIES IN THE CLASSROOM TO INCREASE STUDENT ACHIEVEMENT AND GROWTH:

Attend PD training as needed to address Next Generation Science Standards, etc. Provide: more modeling in the classroom and more examples, etc. Other strategies to be used in 2021-2022 to assist with student achievement include: think-pair-share, visuals and modeling. (K-W-L strategy, preview questions/activate prior knowledge, use explicit connections/physical movement by drawing connections between content and real-world situations making it more relevant for students, pause time/think time, implement hands-on/technology-free STEM activities that get students thinking and communicating, questioning, demonstration) 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: FOCUS ON VOCABULARY WORDS AND SCIENCE-BUILDING SKILLS:

Mrs. Bonds will provide a vocabulary list to classroom teachers and will supply coordinating IXL activities that teachers will do in their own classrooms. Materials and supplies will be purchased as needed.

- o Funding Source = ESA, Title I
- o Evaluation = ACT Aspire, NWA, Interim/Informal Assessments

ACTION 3: FOCUS ON ADDITIONAL SUPPORT FOR SUBPOPULATIONS:

Pre-assessments, word splashes-sort terms, use academic games-The teacher will use school resources such as Flocabulary, Nearpod, etc..., to create learning games to help engage students in the areas of weakness.

- 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 2023-3024 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 SEE IF ACTIONS ARE WORKING

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

PARENT/FAMILY SURVEYS:	<p>2022-2023: Surveys indicate that families would like more adequate opportunities for Family and Community Engagement Activities and more student preparation for issues they will face in the future.</p> <p>Contributing Factors: Work Schedules, Covid-affected social behavior</p> <p>2021-2022: N/A</p> <p>Contributing Factor:</p> <p>2020-2021: Surveys indicate parents would like a better understanding of school programs and operations; more timely information; and updated webpages.</p> <p>Contributing Factor: Lack of communication with parents on how to log into HAC; update HAC every year; websites are not user-friendly and are out-of-date ways to communicate with parents; parents not checking folders; and teachers should contact parents as soon as they see a deficit.</p>
VOLUNTEER HOURS:	<p>2022-2023: 39 ½ hours combined</p> <p>2021-2022: N/A</p> <p>2020-2021: COVID N/A</p>

ACTION STEPS FOR OVERCOMING AREA/S OF CONCERN:

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

Parent Barriers will also be addressed. To improve communication, a monthly Smore newsletter will be updated and shared with news from the school for all families. In addition, K will do weekly newsletters, monthly calendar, and facebook class page. 1st grade will remind families to check their child's folder and will update teacher page. 2nd grade will continue using multiple forms of communication to let parents know information about school, enter grades in a timely fashion in TAC and mail HAC information home early on in the year so parents can check student grades from home. 3rd grade will have office resend information to log into HAC every year and upgrade TAC grades within a week of assignment due date.

- o Continue Literacy Day/or Night to: demonstrate developmentally appropriate activities for K-3 readers, model reading strategies, offer support for struggling readers, and/or showcase writing samples or aid in the process of writing, and provide some fun, interactive things families can do together.
- o Funding Source= Title I, ESA, ELL
- o Evaluation: FACE Surveys, Volunteer Hours

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

- o Thomas Pennington from ATU will discuss FERPA, Standards, etc..., with faculty. Other FACE PD may be attended as need with subs provided.
- o Funding Source= PD, Title I
- o Evaluation: FACE Surveys

ACTION 3: Follow the [FACE Plan](#)

CHARACTER EDUCATION

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 2022-2023 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 IF ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

PARENT/FAMILY SURVEY:	<p>2022-2023: 94.2% of families feel safe at school. 2021-2022: N/A 2020-2021: 98% of families feel safe at school.</p>
TARDIES/ABSENTEEISM:	<p>2022-2023: Tardies: K-450 (females were tardy the most); 1st-519 (females were tardy the most); 2nd-424 (females were tardy the most); 3rd- 436 (females were tardy the most); Absences: K-514 (females); 1st-519 (females); 2nd-944 (females); 3rd-696 (females) Contributing Factors: Sickness, Transportation problems, overuse of mental health days, Students counted "tardy" for checking out after dismissal has already started. 2021-2022: N/A Contributing Factors: 2020-2021: K-301 (females the most); 1st-313 (females); 2nd-306 (males/females=same amount); 3rd-490 (females). March has the most tardies. Contributing Factors: 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.</p>
DISCIPLINE:	<p>2022-2023: Disorderly conduct (males mostly referred) 2021-2022: Disorderly conduct occurs the most per grade level with males being most referred. Month-n/a</p>

	2020-2021: Disorderly conduct occurs the most per grade level during March especially with males being most referred.
SCHOOL HEALTH INDEX	2022-2023: Improvements needed in Community Involvement-Module 11 and Family Engagement-Module 9 2021-2022 N/A 2020-2021: Improvements needed in Module 5 (promote health education for staff); Module 6 (social and emotional learning); and Module 9 (health concepts)
BMI	2022-2023:- (most recent): K- males: 73.1% healthy, 7.7% overweight, 19.2% obese; K-females: 68% healthy, 24% overweight, 8% obese; 2nd - males: 48.1% healthy, 29.6% overweight, 22.2% obese; 2nd-females: 45% healthy, 25% overweight, 30% obese. 2021-2022: N/A

ACTION STEPS TO OVERCOME AREA/S OF CONCERN

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

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; Counselor will contact teachers or vice versa to see what students are on the bubble of inappropriate behavior.-Catch them before the referral. * Referral BEFORE the referral form. Book Vending Machine for Getting caught with good character. Each faculty member will be given a token, each nine weeks, to give out when they see a deserving student. These tokens can be used in the book vending machine once a week to get a book!; Buddy System- Volunteer adults in the school will be matched with students who need a little extra encouragement or positivity in their day. These Buddies will be on a check in basis and will be a positive role model for their student buddy! Continue Lunch Bunch. Students will be chosen to represent their class at a special lunch on the stage once a month. These kids will be chosen based on good character traits they have displayed during the month. They will also be recognized on our in-school news show, K3 Apache News, 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.; implement that three tardies equal an absence; have parents bring in students when tardy); stricter consequences for repeat tardies; reward students who do not have repeated tardiness; problem-solve with parents.

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

ACTION 2: SUPPORT ACTIVITIES THAT PROMOTE A HEALTHY LIFESTYLE:

Provide training to faculty on Wellness—Jordan Summers/Arch Ford; Encourage parents to have a set bedtime routine and encourage students that they need sleep to have a productive day; 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.

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