



## **POTTSVILLE HIGH SCHOOL IMPROVEMENT PLAN**

### **Mission Statement**

It is the mission of Pottsville High School to provide a safe, positive atmosphere in which students are given the opportunity to receive a quality education, and are encouraged to reach their potential as individual and lifelong learners in a global society. We believe this mission must be reached by providing a coordinated curriculum and by incorporating the community and its resources, including parents, as vital members.

### **Approvals**

This school improvement plan was prepared by Pottsville High School 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 Doss

Date:

4-20-23

Board President:

[Signature]

Date:

4-20-23

Board Secretary:

[Signature]

Date:

4-20-23

District SLIP Chair:

Sara Thompson

Date:

4.20.23

Principal:

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Date:

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## 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\***

<b>ACT ASPIRE RESULTS</b>	<b>2022-2023: PENDING</b> <b>Contributing Factors for Area/s of Weakness:</b> <b>List Strengths:</b>  2021-2022: English-10th-69.1% and Reading- 10th-43.4% Contributing Factors: Lack of reading stamina; Lack of student effort/work; Students struggle to "read between the lines"  2020-2021: English-10th-69.9%; and Reading-10th-37.6%. Contributing Factors: Covid, Lack of parent involvement
<b>ANY OTHER ASSESSMENTS OR OTHER SPECIFIC AREA/S OF CONCERN</b>	
<b>STAR READING RESULTS</b>	<b>2022-2023: PENDING</b>
<b>CWT</b>	<b>2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom's-synthesis and evaluation levels</b> <b>Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking</b> 2021-2022: N/A 2020-2021: Weak areas include cooperative learning, providing hands-on activities, student engagement, provide more consistent feedback, and provide more evaluation activities in Bloom's-should increase with lifting of Covid guidelines..
<b>ELPA</b>	<b>2021-2022: 10<sup>th</sup> 0% proficient; 11<sup>th</sup> 0% proficient; 12<sup>th</sup> 0% proficient</b>

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

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

Science of Reading training will be incorporated in all classrooms. 10-12 Faculty will attend module training through Arkansas Ideas. High School SPED faculty will attend RISE Training through Arch Ford Co-op. PD Training will be provided as needed.

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

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

Comprehension and instructional strategies will focus on reading current events, activities during enrichment, analyze text by creating a list of text used while teaching. IXL and Empowering Writers will be taught and implemented in English classrooms. 10<sup>th</sup>-will create notes, outlines to teaching note-taking skills and use vocabulary.com or similar programs to promote vocabulary skills. 11<sup>th</sup>-Meet more in horizontal/vertical teams to come up with strategies and establish department heads; 12<sup>th</sup>-Teachers will focus on roots of content area vocabulary (classroom stream) and using when applicable vocabulary.com, quizlet, multimedia presentations, and other materials. 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

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

Focus on building vocabulary /comprehension skills. Will also use edpuzzle and Cornell notes to give children a variety of forms and tools to help with 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

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**ACTION 4: FOLLOW [the Literacy Plan](#)**

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## 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 2023-3024 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 ACTIONS ARE WORKING

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

<b>ACT ASPIRE RESULTS</b>	<b>2022-2023 PENDING</b> <b>Contributing Factors:</b> <b>List Strengths:</b>  2021-2022: Math-10th-37.5% Contributing Factors: Gaps in learning and lack of number sense; Lack of student effort/work; Struggle with abstract thinking  2020-2021: Math-10th-27.8% Contributing Factors: Covid, Lack of parent involvement
<b>ANY OTHER ASSESSMENTS OR AREA TO FOCUS UPON</b>	
<b>CWT RESULTS</b>	<b>2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom's-synthesis and evaluation levels</b> <b>Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking</b> 2021-2022: N/A 2020-2021: Weak areas include cooperative learning, providing hands-on activities, student engagement, provide more consistent feedback, and provide more evaluation activities in Bloom's-should increase with lifting of Covid guidelines..

### MATH ACTION STEPS FOR AREA/S OF CONCERN:

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

More real-world applications will be incorporated into lessons, assignments and projects; consistent mapping; re-testing; more direct integration; scheduling of curriculum; implementation of effective open-response strategies; provide more examples of practice with triangles and open-response; more student-led instruction; more hands-on examples of three-dimensional volume and surface area; practice plotting points and video tutorials.

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



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

Use IXL and vocabulary.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, ARP ESSER Homeless Funds
- o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs,

**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 ACTIONS ARE WORKING**

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

<b>ACT ASPIRE RESULTS</b>	<b>2022-2023-PENDING</b> <b>Contributing Factors to Area/s of Weakness:</b> <b>List Strengths:</b>  2021-2022: Science-10th-44.1% Contributing Factors: 10 <sup>th</sup> -lack of consistent terminology; 11 <sup>th</sup> - lack of instructional alignment and terminology; 12 <sup>th</sup> -lack of consistent vocabulary.  2020-2021: Science-10th-41.4% Contributing Factors: Covid, Lack of parent involvement
<b>OTHER ASSESSMENTS OR SPECIFIC AREA/S TO FOCUS UPON</b>	
<b>CWT</b>	<b>2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom's-synthesis and evaluation levels</b> <b>Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking</b> 2021-2022: N/A 2020-2021: Weak areas include cooperative learning, providing hands-on activities, student engagement, provide more consistent feedback, and provide more evaluation activities in Bloom's-should increase with lifting of Covid guidelines..

**SCIENCE ACTION STEPS TO OVERCOME WEAKNESSES****ACTION 1: INCREASE STUDENT ENGAGEMENT BY USING ADDITIONAL INSTRUCTIONAL STRATEGIES :**

Science teachers will attend AIMS and other PD training as needed to address Next Generation Science Standards, etc. In addition: 10th grade-Teachers will create notes outlines to teach note-taking skills; 11th grade-Meet more in grade levels/vertical teams to come up with strategies and establish department heads; 12th grade-teachers will focus on roots of content area vocabulary (classroom stream) and using when applicable vocabulary.com,

quizlet, and other materials. All-provide more STEM opportunities for females by 1) recruiting females to join and compete in STEM competitions, 2) provide more design options within STEM such as Gloforge, Embroidery Coding, 3D printers, 3D technology, Lab stimulators, etc.; and 3) provide opportunities for Career Days-STEM conferences.. 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

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

Incorporate 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

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

Use IXL and vocabulary.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, ARP ESSER Homeless Funds
  - o Evaluation: ACT Aspire, Interim/Formative Assessments, CWTs,
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## 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 ACTIONS ARE WORKING

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

<b>FACE SURVEYS:</b>	<p><b>2022-2023: Area/s of concern:</b> Families are concerned about PHS providing high quality educational programs and in preparing students to live productively in the 21<sup>st</sup> century. They want better communication.</p> <p><b>Contributing Factor/s:</b></p> <p><b>Strengths:</b> Families receive information in a timely matter</p> <p>2021-2022: N/A</p> <p><b>Contributing Factor:</b></p> <p>2020-2021: Families would like better communication about events and more prompt responses regarding student concerns.</p> <p><b>Contributing Factor:</b> Teachers not entering grades weekly; parents not signing up or not looking at information sent; announcements are not being read.</p>
<b>VOLUNTEER HOURS</b>	<p><b>2022-2023:</b></p> <p>2021-2022: COVID N/A</p> <p>2020-2021: COVID N/A</p>

## FACE ACTION STEPS TO OVERCOME AREA/S OF CONCERN

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

Parent barriers will be reviewed. To overcome barriers this year: Open-House-distribution of communication methods and encourage parent-sign up; website-keep current and accessible; teachers enter grades on a regular basis. Inform families of absentees, conferences, orientations, banquets, and other school activities through School Messenger, HAC, school website, Remind, etc. 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:**

- o Attend FACE PD as needed with subs provided.
- o Funding Source= PD, Title I
- o Evaluation: FACE Surveys

- Follow the [w](#) Family and Community Engagement Plan High School 2023-2024.docx

**CHARACTER EDUCATION-HEALTH 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 IF ACTIONS ARE WORKING****\*Review trends (3 years if possible) to determine area/s of weakness\***

<b>FACE SURVEY</b>	<b>2022-2023:</b> 49 parents answered. 82% of families feel safe at school. 2021-2022: N/A 2020-2021: 98% of families feel safe at school.
<b>TARDIES/ABSENTEEISM</b>	<b>2022-2023: Most tardies-11<sup>th</sup> grade (females); Most absences-11<sup>th</sup> grade (males); October-most month for absences this year.</b> <b>Contributing factors: New drivers, here at schools all day, maturity, don't like the teacher</b> 2021-2022: N/A Contributing Factors: 2020-2021: Most tardies occur 1 <sup>st</sup> period for all grades with males being tardy the most in 10 <sup>th</sup> and 11 <sup>th</sup> grades and an equal number of males/females for 12 <sup>th</sup> grade. Most tardies occur in March. Contributing Factors: Consequences not enforced, teenage sleep habits, many parents leave home before kids go to school
<b>DISCIPLINE</b>	<b>2022-2023: Use of cell phones; Vaping</b> 2021-2022: N/A 2020-2021: Disorderly conduct is documented the most with 10 <sup>th</sup> grade having the most incidents and mainly males overall.
<b>APNA</b>	<b>2022-2023: Decreases in usage compared to last year: Marijuana-10.5 % of 10<sup>th</sup>, 25.6% of 12<sup>th</sup>; Alcohol-18.9% of 10<sup>th</sup>, 45.6% of 12<sup>th</sup>; Vaping-13.7% of 10<sup>th</sup>, 20% of 12<sup>th</sup>; Anti-Social behavior-area of concern (suspensions).</b> <b>Contributing Factors: Transitions and mobility, Parent attitudes, Low commitment to school, Peer rewards</b> 2021-2022: Marijuana-25.8% of 10 <sup>th</sup> students, 29.9% of 12 <sup>th</sup> students; Alcohol-37.9% of 10 <sup>th</sup> , 49.2% of 12 <sup>th</sup> ; Vaping-18.9% 10 <sup>th</sup> ; 28.4% 12 <sup>th</sup> Contributing Factors: Lack of social skills-Covid, peer pressure 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: Improvements needed in Employee Wellness and Health Promotion-Module 9 and Module 11-Community Involvement</b> 2021-2022: Module 9-Employee Wellness and Community Involvement-Module 11 2020-2021: Improvements needed in Module 9 employee wellness and Module 11 community involvement.
<b>BMI</b>	<b>2021-2022 (MOST RECENT): 10<sup>th</sup> (males)-53.6 % healthy, 17.9% overweight, 28.6% obese; 10<sup>th</sup> (females)-66.7% healthy , 16.7% overweight, 16.7% obese.</b> <b>Contributing Factors: Video games, Covid</b> 2020-2021-10 <sup>th</sup> grade: 19 males and 7 females participated in the BMI Assessment. Males-68.4% Healthy/Underweight and 31.6% Obese/Overweight; Females-Healthy/Underweight 77.5% and 22.5% Obese/Overweight. <b>Contributing Factors:</b> More videos being played at home, need to promote the awareness of drinking more water to prevent dehydration.

## CHARACTER ED AND HEALTH/WELLNESS ACTION STEPS FOR OVERCOMING AREA/S OF CONCERN

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

Be welcoming and safe-more open to students and their concerns and provide more interactions through lifeline. More information on educational programs on alcohol and vaping and more consistent consequences. Establish a program that provides opportunities for student involvement with community organizations and establish resources and programs for community involvement in school health initiatives and in improving student health-vaping discussions. Increase student recognition (being caught good). All teachers post SM and TV. Include student activities on announcements including student/athlete play of game/club or competition wins/community service/senior Walk-throughs, TV awards ceremony, Increase student involvement (booths); fieldtrips; guest speakers; talent shows; intramurals, trivia, math estimation jars, faculty baby pics guess, scavenger hunts, PHS Days, revisit dress code as some things are no longer considered distractions in the world our students live and function in-hair color.

- 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 access to facilities (gym, track, weight room-with scheduled use of times/when available); free health assessments and clinics; provide fitness classes for faculty or gym memberships (yoga, weight fitness class, etc.)

- o Provide training to faculty on Wellness—Trauma Informed Practices-Jordan Summers
- o Funding Source-Title I, ESA, PD
- o Evaluation: SHI, BMI, APNA

### **ACTION 3: DECREASE ABSENCES AND TARDIES TO INCREASE STUDENT ACHIEVEMENT:**

Have consistent/constant checks and meetings with students; miss fieldtrips after 4 unexcused 9 weeks; lose driving privileges (temporarily after 8-semester; rewards for no tardies; pick up trash on grounds or hallways.

- o Evaluation: Absentee/Tardy Reports