



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: _____ 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 2024-2025 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

<p>ATLAS</p> <p>ACT ASPIRE RESULTS</p>	<p>2023-2024: Pending</p> <p>Contributing Factors for Area/s of Weakness: List Strengths:</p> <p>2022-2023: 10th English-72.8%, Reading 49.1%</p> <p>Contributing Factors for Area/s of Weakness: List Strengths:</p> <p>2021-2022: English-10th-69.1% and Reading- 10th-43.4%</p> <p>Contributing Factors: Lack of reading stamina; Lack of student effort/work; Students struggle to “read between the lines”</p>
<p>ANY OTHER ASSESSMENTS OR OTHER SPECIFIC AREA/S OF CONCERN</p>	
<p>STAR READING RESULTS</p>	<p>2023-2024: Pending</p> <p>2022-2023: N/A</p>
<p>CWT</p>	<p>2023-2024: Results: Most often used: providing opportunities for learning; homework and practice; and recalling information. Least: learning centers/lecture; identifying similarities and differences; and making judgements/justifying position.-Need to increase student engagement in classroom activities; application of learning-creating using technology, reaching a global audience.</p> <p>2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom’s-synthesis and evaluation levels Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking</p> <p>2021-2022: N/A</p>
<p>ELPA</p>	<p>2022-2023: 10th 0/2; 11th-0/2; 12th 0/3 (MOST RECENT)</p> <p>2021-2022: 10th 0% proficient; 11th 0% proficient; 12th 0% proficient</p>

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 implement science of reading strategies 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

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. 10th-will create notes, outlines to teaching note-taking skills and use vocabulary.com or similar programs to promote vocabulary skills. 11th and 12th 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

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

ACTION 4: 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 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

ANALYZE DATA TO DETERMINE IF ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

ATLAS	2023-2024: Pending Contributing Factors: List Strengths:
ACT ASPIRE RESULTS	2022-2023: Math-10th-28.9% Contributing Factors: List Strengths: 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
ANY OTHER ASSESSMENTS OR AREA TO FOCUS UPON	
CWT RESULTS	2023-2024: Results: Most often used: providing opportunities for learning; homework and practice; and recalling information. Least: learning centers/lecture; identifying similarities and differences; and making judgements/justifying position. -Need to increase student engagement in classroom activities; application of learning-creating using technology, reaching a global audience. 2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom's-synthesis and evaluation levels Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking 2021-2022: N/A

MATH ACTION STEPS FOR AREA/S OF CONCERN:

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

Create assignments, projects, and tests that inherently can't be cheated on - there may be more than one response. 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,

ACTION 3: BE PROACTIVE IN STUDENT RETENTION:

Implement spiral review into curriculum

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 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 ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

ATLAS	2023-2024: Pending Contributing Factors to Area/s of Weakness: List Strengths:
ACT ASPIRE RESULTS	2022-2023-47.8% Contributing Factors to Area/s of Weakness: List Strengths: 2021-2022: Science-10th-44.1% Contributing Factors: 10 th -lack of consistent terminology; 11 th - lack of instructional alignment and terminology; 12 th -lack of consistent vocabulary.
OTHER ASSESSMENTS OR SPECIFIC AREA/S TO FOCUS UPON	
CWT	2023-2024: Results: Most often used: providing opportunities for learning; homework and practice; and recalling information. Least: learning centers/lecture; identifying similarities and differences; and making judgements/justifying position.-Need to increase student engagement in classroom activities; application of learning-creating using technology, reaching a global audience. 2022-2023: Area/s of Concern: Generating and testing hypothesis, Bloom's-synthesis and evaluation levels Area/s of Strength: Teacher Q and A, homework, practice, summarizing and note-taking 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 training as needed to address Next Generation Science Standards, etc. In addition, All teachers will implement note taking strategies, comprehensive vocabulary and teach proper usage of the vocabulary, and continue providing opportunities to subpopulation students in the physical sciences 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

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

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. Emphasizing inclusive practices in planning and instruction. Include more scientific texts in planning and instruction.

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

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 ACTIONS ARE WORKING

Review trends (3 years if possible) to determine weaknesses

FACE SURVEYS:	<p>2023-2024: Area/s of concern: Families would like more timely communication Contributing Factors: Students don't communicate with their parents/families. 2022-2023: Area/s of concern: Families are concerned about PHS providing high quality educational programs and in preparing students to live productively in the 21st century. They want better communication. Contributing Factor/s: Strengths: Families receive information in a timely matter 2021-2022: N/A Contributing Factor:</p>
VOLUNTEER HOURS	<p>2023-2024: 25 Events documented with 271 volunteer hours 2022-2023: N/A 2021-2022: 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 Thrillshare , 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

ACTION 3: ESTABLISH A WEEKLY PARENT NEWSLETTER

- o Kristen Ham (Assistant Principal) and Dustin Dean (FACE Chair) will send a newsletter to families through email and will post the newsletter on the new PHS website when launched. Establish norms for submitting data for newsletter.
- o Funding Source: ESA, ELL
- o Evaluation: FACE Surveys

- Follow the [Family and Community Engagement Plan High School 2024-2025.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 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 IF ACTIONS ARE WORKING

Review trends (3 years if possible) to determine area/s of weakness

FACE SURVEY	<p>2023-2024: 77 parents responded.97% of families feel safe at school 2022-2023: 49 parents answered. 82% of families feel safe at school. 2021-2022: N/A</p>
TARDIES/ABSENTEEISM	<p>2023-2024:Most tardies: 12th grade (males) with September being the month with most tardies; Most absences-11th grade (females) with October being the month with most absences. Contributing factors: No breaks in October. 2022-2023: Most tardies-11th grade (females); Most absences-11th grade (males); October-most month for absences this year. Contributing factors: New drivers, here at schools all day, maturity, don't like the teacher 2021-2022: N/A Contributing Factors:</p>
DISCIPLINE	<p>2023-2024: Use of cell phones, Disorderly Conduct Contributing Factors: October is the month for most incidents (no breaks). 2022-2023: Use of cell phones; Vaping 2021-2022: N/A</p>
APNA	<p>2023-2024: Pending analysis in August Contributing Factors: 2022-2023: Decreases in usage compared to last year: Marijuana-10.5 % of 10th, 25.6% of 12th; Alcohol-18.9% of 10th, 45.6% of 12th; Vaping-13.7% of 10th, 20% of 12th; Anti-Social behavior-area of concern (suspensions). Contributing Factors: Transitions and mobility, Parent attitudes, Low commitment to school, Peer rewards 2021-2022: Marijuana-25.8% of 10th students, 29.9% of 12th students; Alcohol-37.9% of 10th, 49.2% of 12th; Vaping-18.9% 10th; 28.4% 12th Contributing Factors: Lack of social skills-Covid, peer pressure</p>
SCHOOL HEALTH INDEX	<p>2023-2024: Improvements needed in Employee Wellness and Health Promotion (Module 9) and Family Engagement (Module 11). 2022-2023: Improvements needed in Employee Wellness and Health Promotion-Module 9 and Module 11-Community Involvement 2021-2022: Module 9-Employee Wellness and Community Involvement-Module 11</p>
BMI	<p>2020-2021 (MOST RECENT): High School-combined: healthy weight-58.14%; Underweight and Healthy weight-58.14%; Overweight-17.44%; Obese-24.42%; Overweight and Obese-41.86% Contributing Factors: Video games, Covid 2020-10th 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. Contributing Factors: More videos being played at home, need to promote the awareness of drinking more water to prevent dehydration.</p>

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:

Increase incentives (example: caught being good); Faculty will promote more positive reinforcement and affirmations to decrease negative actions. Provide leveled consequences (ringing vs. on phone)

- 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 when finished), weight room-with scheduled use of times/when available-Chance Johnson)); free health assessments and clinics; provide fitness classes or clubs for faculty or gym memberships (yoga, weight fitness class, etc.) Announce when the tennis courts are available; Provide a breast-feeding room (Becky Smith); Provide social media post about track and tennis court availability (Amy Whorton)-for Module 10.

- o Provide training to faculty on Wellness—Mental Health and Wellness (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 field trips after 4 unexcused 9 weeks; lose driving privileges (temporarily after 8-semester; rewards for no tardies (Ideas: waived prom ticket with perfect attendance, athletic passes, concession stand gift card, etc.); pick up trash on grounds or hallways. Enforce not taking semester tests early.

- o Evaluation: Absentee/Tardy Reports