

**Pottsville Area HS**

TSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

|  |              |   |
|--|--------------|---|
| <b>School</b>                              |              | AUN/Branch                                  |
| Pottsville Area HS                         |              | 129546103                                   |
| <b>Address 1</b>                           |              |   |
| 16th Street & Elk Avenue                   |              |   |
| <b>Address 2</b>                           |              |   |
|  |              |   |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Pottsville                                 | PA           | 17901                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Sarah E Yoder                           |              | seyoder@pottsville.k12.pa.us                |
| <b>Principal Name</b>                      |              |   |
| Tiffany Hummell                            |              |   |
| <b>Principal Email</b>                     |              |   |
| thummel@pottsville.k12.pa.us               |              |   |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 570-621-2900                               |              |   |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| Barbara A Wilkinson                        |              | WILKB@IU29.ORG                              |

## Steering Committee

| Name               | Position/Role              | Building/Group/Organization     | Email                            |
|--------------------|----------------------------|---------------------------------|----------------------------------|
| Tiffany Hummel     | Principal                  | High School                     | thummel@pottsville.k12.pa.us     |
| Dr. Sarah Yoder    | Chief School Administrator | Pottsville Area School District | seyoder@pottsville.k12.pa.us     |
| Jillian Strohecker | Teacher                    | PAHS                            | jstrohecker@pottsville.k12.pa.us |
| Lisa Welsh         | Teacher                    | PAHS                            | lwelsh@pottsville.k12.pa.us      |
| Pamela Imler       | Teacher                    | PAHS                            | pimler@pottsville.k12.pa.us      |
| Cindy Stasulli     | Other                      | PAHS                            | cstasulli@pottsville.k12.pa.us   |
| Eleanor Aschman    | Other                      | PAHS                            | easchman@pottsville.k12.pa.us    |
| Erin Tranquillo    | Teacher                    | PAHS                            | etranquillo@pottsville.k12.pa.us |
| Jackie Szeliga     | Parent                     | PAHS                            | jackieszeliga@comcast.net        |
| Elena Holden       | Student                    | PAHS                            | ejholden@ctide.net               |
| Rusty Yost         | Community Member           | PAHS                            | rustyyost10@hotmail.com          |
| Alicia Nye         | Other                      | PAHS                            | anye@pottsville.k12.pa.us        |
| Jared A. Gerace    | District Level Leaders     | Pottsville Area School District | jgerace@pottsville.k12.pa.us     |
| Jeromy Guistwite   | Other                      | PAHS                            | jguistwite@pottsville.k12.pa.us  |
| Heidi Lapachinsky  | Parent                     | PAHS                            | grantssmom@comcast.net           |
|                    |                            |                                 |                                  |
|                    |                            |                                 |                                  |
|                    |                            |                                 |                                  |

## **Vision for Learning**

### **Vision for Learning**

The Pottsville Area School District's vision focuses on students uncovering their potential and developing purpose. In collaboration with families and community partners, school staff will guide students to discover possibilities for becoming productive members of society.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|
| False K | False 1 | False 2 | False 3 | False 4 | False 5 | False 6 |
| False 7 | False 8 | True 9  | True 10 | True 11 | True 12 |         |

## Review of the School Level Performance

### Strengths

| Indicator   | Comments/Notable Observations   |
|---|---|
| Special education students have equitable access to curriculum.   | The LRE percentage for level of service is comparable to the state percentage based on the Penn Data report last year demonstrating that special education students are accessing the general education curriculum. Special education students inside the regular class of 80% or more for PASD was 62.3%, exceeding the state percentage of 62.3%. For special education students inside the regular education class less than 40% was 10.0% for the district and 10.6% for the LEA. |
| Mentor committee--identifies students in need of support based on teacher referrals. Mentors meet with students at least weekly in order to form a relationship that can assist them with academic and social issues. | Our committee includes regular education staff and special education staff members and meets on a bi-weekly basis.  |
| In ELA for the 22-23 school year, the white student subgroup exceeded the interim target and increased in performance from the previous year.   | White subgroup: 70.9%   |
| In ELA for the 22-23 school year, economically disadvantaged and all student subgroups increased from the previous year, although they did not meet the interim target goal.  | All student subgroup: 66.8% Economically disadvantaged subgroup: 53.7%  |
| In Biology for the 22-23 school year, all student, white, and economically disadvantaged student subgroups increased from the previous year, although they did not meet the interim target goal.                      | All Student subgroup: 41.4% White subgroup: 44.8% Economically Disadvantaged subgroup: 29.4%  |

|  |  |
|--|--|
| In ELA for the 22-23 school year, the hispanic student subgroup exceeded the standard for demonstrating growth and increased in performance from the previous year.                  | Hispanic subgroup: 77.0%                       |
| In ELA for the 22-23 school year, the combined ethnicity student subgroup met the standard for demonstrating growth and maintained the same performance from the previous year.      | Combined Ethnicity subgroup: 74.0%             |
| In ELA for the 22-23 school year, the all student subgroup met the standard for demonstrating growth and decreased in performance from the previous year.                            | All student subgroup: 70.0%                    |
| In Math for the 22-23 school year, the black and hispanic student subgroups exceeded the standard for demonstrating growth and increased in performance from the previous year.      | Black subgroup: 71.0% Hispanic subgroup: 71.0% |
| In Math for the 22-23 school year, the combined ethnicity student subgroup met the standard for demonstrating growth and decreased in performance from the previous year.            | Combined Ethnicity subgroup: 70.0%             |
| In Biology for the 22-23 school year, the hispanic student subgroup exceeded the standard for demonstrating growth and increased in performance from the previous year.              | Hispanic subgroup: 71.0%                       |
| In Biology for the 22-23 school year, the students with disabilities student subgroup met the standard for demonstrating growth and decreased in performance from the previous year. | Students with Disabilities subgroup: 71.0%     |

### Challenges

| Indicator   | Comments/Notable Observations   |
|---|---|
| High absenteeism rate--we did not meet the state performance level with 52.4% of students not chronically absent. | Currently have Chronic Absentee Identification Reduction in place through a community-based program. Revised the attendance policy. Justice Works is in place and conducting home visits. Added the Assistant Principal position to help with school/home communication. The Assistant Principal pulls weekly attendance data and conducts home visits with our Children and Youth liaison. |

|  |   |
|--|---|
| <p>Number of entries and withdrawals during the 2023-2024 school year were 123 entries and 150 withdrawals.</p>  | <p>We have required meetings (logged into a Google form) with new students multiple times per year. We added a school counselor so that each counselor is able to meet with every student at least one time per year to discuss future plans.</p> |
| <p>In ELA for the 22-23 school year, students with disabilities and combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year.</p>  | <p>Students with Disabilities subgroup: 18.6% Combined Ethnicity subgroup: 45.7%</p>  |
| <p>In Math for the 22-23 school year, all student group, white, economically disadvantaged, student with disabilities, combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year.</p> | <p>All student group: 26.6% White subgroup: 30.8% Economically Disadvantaged subgroup: 21.0% Student with Disabilities subgroup: 4.5% Combined Ethnicity subgroup: 12.1%</p>  |
| <p>In Biology for the 22-23 school year, students with disabilities and combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year.</p>  | <p>Students with Disabilities subgroup: 9.1% Combined Ethnicity subgroup: 22.9%</p>   |
| <p>In ELA for the 22-23 school year, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year.</p>               | <p>White subgroup: 69.0% Economically Disadvantaged subgroup: 66.0% Students with Disabilities subgroup: 69.0%</p>  |
| <p>In Math for the 22-23 school year, all student, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year.</p> | <p>All Student subgroup: 58.0% White subgroup: 60.0% Economically Disadvantaged subgroup: 57.0% Students with Disabilities subgroup: 60.0%</p>  |
| <p>In Biology for the 22-23 school year, the combined ethnicity student subgroup did not meet the standard for demonstrating growth but maintained their performance from the previous year.</p>   | <p>Combined Ethnicity subgroup: 58.0%</p>   |
| <p>In Biology for the 22-23 school year, all student, white, and economically disadvantaged student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year.</p>                          | <p>All Student subgroup: 50.0% White subgroup: 50.0% Economically Disadvantaged subgroup: 50.0%</p>   |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |   |
|--|---|
| <p><b>Indicator</b><br/>Special education students have equal opportunities to access our curriculum. In Biology for the 22-23 school year, the students with disabilities student subgroup met the standard for demonstrating growth and decreased in performance from the previous year.</p> <p><b>ESSA Student Subgroups</b><br/>Students with Disabilities</p> | <p><b>Comments/Notable Observations</b><br/>The LRE percentage for itinerant level of service is equal to the state percentage based on the Penn Data report last year demonstrating that special education students are accessing the general education curriculum. Students with Disabilities subgroup: 71.0%</p> |
| <p><b>Indicator</b><br/>A reading support program (Reading Plus) was implemented to improve student reading skills.</p> <p><b>ESSA Student Subgroups</b><br/>Students with Disabilities</p>  | <p><b>Comments/Notable Observations</b><br/>76% of students enrolled in Reading Plus demonstrated growth in overall reading skills.</p>   |
| <p><b>Indicator</b><br/>All special education teachers are highly qualified in their content areas.</p> <p><b>ESSA Student Subgroups</b><br/>Students with Disabilities</p>  | <p><b>Comments/Notable Observations</b><br/>The district adheres to the CSPG's for teacher certifications.</p>  |
| <p><b>Indicator</b><br/>In Math for the 22-23 school year, the black and hispanic student subgroups exceeded the standard for demonstrating growth and increased in performance from the previous year.</p> <p><b>ESSA Student Subgroups</b><br/>African-American/Black, Hispanic</p>  | <p><b>Comments/Notable Observations</b><br/>Black subgroup: 71.0% Hispanic subgroup: 71.0%</p>  |

### Challenges

|  |   |
|--|---|
| <p><b>Indicator</b><br/>In ELA for the 22-23 school year, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year.</p> <p><b>ESSA Student Subgroups</b></p> | <p><b>Comments/Notable Observations</b><br/>White subgroup: 69.0% Economically Disadvantaged subgroup: 66.0% Students with Disabilities subgroup: 69.0%</p> |
|--|---|



|  |   |
|--|---|
| White, Economically Disadvantaged, Students with Disabilities  |   |
| <p><b>Indicator</b><br/>In Math for the 22-23 school year, all student group, white, economically disadvantaged, student with disabilities, combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year.</p> <p><b>ESSA Student Subgroups</b><br/>Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p> | <p><b>Comments/Notable Observations</b><br/>All Student subgroup: 58.0% White subgroup: 60.0% Economically Disadvantaged subgroup: 57.0% Students with Disabilities subgroup: 60.0%</p>   |
| <p><b>Indicator</b><br/>Lack of progression through Keystone-related content for some students</p> <p><b>ESSA Student Subgroups</b><br/>Students with Disabilities</p>   | <p><b>Comments/Notable Observations</b><br/>10 tested students did not reach the level of the Keystone trigger course tied to the Algebra Keystone.</p>   |
| <p><b>Indicator</b><br/>We had 35 Safe2Say reports during the 22-23 school year.</p> <p><b>ESSA Student Subgroups</b><br/>Students with Disabilities</p>   | <p><b>Comments/Notable Observations</b><br/>We had 35 Safe2Say reports during the 22-23 school year. We have implemented Rethink Ed (a social-emotional program) and partner with RedCo (a community-based mental health provider). We also added a school counselor at the high school in 22-23.</p> |
| <p><b>Indicator</b><br/>In Biology for the 22-23 school year, students with disabilities and combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year.</p> <p><b>ESSA Student Subgroups</b><br/>Combined Ethnicity, Students with Disabilities</p>   | <p><b>Comments/Notable Observations</b><br/>Students with Disabilities subgroup: 9.1% Combined Ethnicity subgroup: 22.9%</p>  |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| All special education students have equitable access to curriculum in all grade levels and subject areas. |
|---|

For identified Students, Reading Plus (an intervention reading program) is utilized and is aligned to the PA Core Standards.

Essentials for Algebra (SRA), and intervention math program, began in 20/21 and is aligned to the PA Core Standards. In essence, students are provided with extra periods of instruction.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In ELA for the 22-23 school year, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year. Below grade level reading abilities--proficiency and growth expectations need to be consistent among all student populations.

Lack of progression by all students through Keystone-related content-10 students did not complete the Keystone trigger course for the Keystone Algebra exam.

In Math for the 22-23 school year, all student group, white, economically disadvantaged, student with disabilities, combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year. Below grade level math abilities--proficiency and growth expectations need to be consistent among all student populations.

## Local Assessment

### English Language Arts

| Data  | Comments/Notable Observations  |
|---|--|
| AIMSWeb data showed that 52% of students showed growth.   | All student group--66.8% Students with disabilities--18.6% Large discrepancy between TSI subgroup and all student group  |
| Reading Plus is used as a support for special education students. 76% of students showed growth in reading. | Reading Plus was implemented beginning in 20/21 and is continued to be used to date. 76% of students enrolled in Reading Plus demonstrated growth in overall reading skills. |

### English Language Arts Summary

#### Strengths

|  |
|--|
| For identified students, Reading Plus is an intervention reading program which is utilized and aligned to PA Core Standards. |
|--|

#### Challenges

|  |
|--|
| Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting AIMSWeb diagnostic assessments more difficult. Regular School Attendance for 22-23 did not meet the performance standard. |
| Entries (132 in 22-23) throughout the school year also make it difficult for students to consistently access Reading Plus in order to adjust instruction.  |
| The data collected by AIMS Web are not aligned with Keystone trigger course standards.   |

### Mathematics

| Data   | Comments/Notable Observations   |
|--|---|
| Aimsweb data showed that 43% of the students showed growth. SRA Math is provided to 25 students. and practices skills that consistently provide a challenge to students on standardized tests. | There is a discrepancy between the two groups. All student group--26.6% Students with disabilities-4.5% |

### Mathematics Summary

#### Strengths

|  |
|--|
| Essentials for Algebra (SRA), an intervention math program, has been utilized since the 20/21 school year and is aligned with the PA Core Standards. There are 29 students enrolled in the program which provides 1 additional period of math per week for a total of 36 periods per year. |
|--|

## Challenges

Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting diagnostic assessments more difficult with the special education population. Regular School Attendance for 21-22 did not meet the performance standard.

Entries (132 in 22-23) throughout the school year also make it difficult for students to consistently access Reading Plus in order to adjust instruction.

## Science, Technology, and Engineering Education

| Data   | Comments/Notable Observations                            |
|--|--|
| Based upon a review of Progress Learning benchmark results, 31% of students were proficient on the 1st benchmark and 42% on the 2nd benchmark. | There was an 11% increase in the benchmark administered. |

## Science, Technology, and Engineering Education Summary

### Strengths

Students with disabilities will be able to participate in morning remedial groups along with their regular education peers.

### Challenges

Based upon a review of Progress Learning benchmark results, 31% of students were proficient on the 1st benchmark and 42% on the 2nd benchmark.

## Related Academics

### Career Readiness

| Data   | Comments/Notable Observations  |
|--|--|
| All student group--95.6%<br>Student with Disabilities--88.1% | We need to increase the students with disabilities readiness percentage. Special education students participate in Transition/Independent Living classes. We utilize Smart Futures with all students and recognize that some data needs to be uploaded accordingly in order to meet these goals. |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| Bi-weekly mentor committee meetings, PBIS Tier 3 achievement, monthly department meetings, and SAP/MTSS meetings are all held to pair student needs with supports |
| All departments conduct career readiness activities to introduce students to available career pathways.   |

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We need to upload pertinent documentation to Smart Futures to ensure that Skyward acknowledges compliance with state mandates. Kayla Dean, PAHS school counselor, created a needs summary of students on 9/23/24. She will monitor students quarterly and meet with them quarterly.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

| Data                | Comments/Notable Observations   |
|---------------------|---|
| Insufficient sample | Future Ready PA Index shows there is insufficient data for this subgroup. |
|                     |   |
|                     |   |

### Students with Disabilities

**False** This student group is not a focus in this plan.

| Data                                | Comments/Notable Observations  |
|-------------------------------------|--|
| ELA--18.6% Math--4.5% Science--9.1% | Students with disabilities are not performing comparably to the all student group. |
|                                     |  |
|                                     |  |

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

| Data                                | Comments/Notable Observations  |
|-------------------------------------|--|
| ELA-53.7% Math- 21%<br>Science-29.4 | While not as discrepant as the students with disabilities subgroup, ED students are not on pace with the all students group. |
|                                     |  |
|                                     |  |

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

| Student Groups | Comments/Notable Observations       |
|----------------|-------------------------------------|
| White          | ELA--70.9 Math --30.8 Science--44.8 |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| All teachers are highly qualified in their content areas. |
| Our curriculum is aligned to the PA Core Standards.       |
|   |
|   |
|   |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|   |
|---|
| Some students do not progress through the Keystone-related content. 10 students did not complete the Keystone trigger course associated with the Keystone Algebra course. Students will be exposed to Keystone-related content through Get More Math and IXL. All students will be benchmarked on a quarterly basis. Students will use IXL in their core courses to address deficiencies. |
|   |
|   |
|   |
|   |





## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

|   |             |
|---|-------------|
| Align curricular materials and lesson plans to the PA Standards   | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based  | Emerging    |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging    |
| Identify and address individual student learning needs  | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices  | Operational |

### Empower Leadership

|   |          |
|---|----------|
| Foster a culture of high expectations for success for all students, educators, families, and community members  | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning   | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Emerging |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community                         | Emerging |
| Continuously monitor implementation of the school improvement plan and adjust as needed   | Emerging |

### Provide Student-Centered Support Systems

|  |             |
|--|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  | Exemplary   |
| Implement a multi-tiered system of supports for academics and behavior   | Exemplary   |
| Implement evidence-based strategies to engage families to support learning   | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school   | Operational |

### Foster Quality Professional Learning

|  |          |
|--|----------|
| Identify professional learning needs through analysis of a variety of data                       | Emerging |
| Use multiple professional learning designs to support the learning needs of staff                | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|   |
|---|
| Align curricular materials and lesson plans to the PA Standards                                 |
| Identify and address individual student learning needs *  |
| Provide frequent, timely, and systematic feedback and support on instructional practices *      |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * |
| Implement a multi-tiered system of supports for academics and behavior *                        |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
|--|
| Identify professional learning needs through analysis of a variety of data                         |
| Monitor and evaluate the impact of professional learning on staff practices and student learning * |

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| All special education students have equitable access to curriculum in all grade levels and subject areas.  | True                            |
|  | False                           |
| For identified Students, Reading Plus (an intervention reading program) is utilized and is aligned to the PA Core Standards.   | True                            |
| Essentials for Algebra (SRA), and intervention math program, began in 20/21 and is aligned to the PA Core Standards. In essence, students are provided with extra periods of instruction.  | True                            |
| For identified students, Reading Plus is an intervention reading program which is utilized and aligned to PA Core Standards.   | False                           |
|  | False                           |
|  | False                           |
| Essentials for Algebra (SRA), an intervention math program, has been utilized since the 20/21 school year and is aligned with the PA Core Standards. There are 29 students enrolled in the program which provides 1 additional period of math per week for a total of 36 periods per year. | False                           |
| Students with disabilities will be able to participate in morning remedial groups along with their regular education peers.  | False                           |
| Bi-weekly mentor committee meetings, PBIS Tier 3 achievement, monthly department meetings, and SAP/MTSS meetings are all held to pair student needs with supports  | True                            |
| All departments conduct career readiness activities to introduce students to available career pathways.  | False                           |
| All teachers are highly qualified in their content areas.  | False                           |
| Our curriculum is aligned to the PA Core Standards.  | True                            |
| Align curricular materials and lesson plans to the PA Standards  | False                           |
| Identify and address individual student learning needs *   | False                           |
| Provide frequent, timely, and systematic feedback and support on instructional practices *   | False                           |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports *  | False                           |
| Implement a multi-tiered system of supports for academics and behavior *   | False                           |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength  | Check for Consideration in Plan |
|---|---------------------------------|
| In ELA for the 22-23 school year, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year. Below grade level reading abilities--proficiency and growth expectations need to be consistent among all student populations.                               | True                            |
| Lack of progression by all students through Keystone-related content-10 students did not complete the Keystone trigger course for the Keystone Algebra exam.  | False                           |
| In Math for the 22-23 school year, all student group, white, economically disadvantaged, student with disabilities, combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year. Below grade level math abilities--proficiency and growth expectations need to be consistent among all student populations.                    | True                            |
| Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting AIMSWeb diagnostic assessments more difficult. Regular School Attendance for 22-23 did not meet the performance standard.  | True                            |
| Entries (132 in 22-23) throughout the school year also make it difficult for students to consistently access Reading Plus in order to adjust instruction.   | False                           |
| The data collected by AIMS Web are not aligned with Keystone trigger course standards.  | False                           |
| Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting diagnostic assessments more difficult with the special education population. Regular School Attendance for 21-22 did not meet the performance standard.  | False                           |
| Entries (132 in 22-23) throughout the school year also make it difficult for students to consistently access Reading Plus in order to adjust instruction.   | False                           |
| Based upon a review of Progress Learning benchmark results, 31% of students were proficient on the 1st benchmark and 42% on the 2nd benchmark.  | False                           |
| Some students do not progress through the Keystone-related content. 10 students did not complete the Keystone trigger course associated with the Keystone Algebra course. Students will be exposed to Keystone-related content through Get More Math and IXL. All students will be benchmarked on a quarterly basis. Students will use IXL in their core courses to address deficiencies. | False                           |
| Identify professional learning needs through analysis of a variety of data  | False                           |
| Monitor and evaluate the impact of professional learning on staff practices and student learning *  | False                           |

|   |       |
|---|-------|
| We need to upload pertinent documentation to Smart Futures to ensure that Skyward acknowledges compliance with state mandates. Kayla Dean, PAHS school counselor, created a needs summary of students on 9/23/24. She will monitor students quarterly and meet with them quarterly. | False |
|---|-------|

**Most Notable Observations/Patterns**

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Our original plan was developed in 2019/2020. Since then, the effects of Covid and the learning loss associated with virtual learning have compounded our difficulties in closing the achievement gaps. We have responded by implementing positive supports (PBIS, Rethink Ed, Smart Futures, MTSS, tutoring, Mentoring, RedCo, CSBBH, Justice Works) and research-based remediation (SRA and Reading Plus).

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges  | Discussion Points  | Check for Priority |
|---|--|--------------------|
| <p>In ELA for the 22-23 school year, white, economically disadvantaged, and students with disabilities student subgroups did not meet the standard for demonstrating growth and decreased in performance from the previous year. Below grade level reading abilities--proficiency and growth expectations need to be consistent among all student populations.</p>            | <p>For the 24-25 school year, we will be implementing IXL and its benchmark feature. We will analyze results quarterly paying particular attention to the students with disabilities subgroup. We are adding a morning remedial group for students with disabilities.</p>  | <p>True</p>        |
| <p>Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting AIMSWeb diagnostic assessments more difficult. Regular School Attendance for 22-23 did not meet the performance standard.</p>   | <p>The assistant principal, Justice Works, and the attendance program CAIR are utilized to minimize excessive absences. The assistant principal meets with students when they have two unexcused absences. At three unexcused absences, a letter is sent home and Mr. Guistwite meets with the student. When a student reaches 6 unexcused absences, a second letter is issued and an SAIC is scheduled. After that point, referrals to Justice Works and CAIR are made and citations are issued through the local magistrate.</p> | <p>True</p>        |
| <p>In Math for the 22-23 school year, all student group, white, economically disadvantaged, student with disabilities, combined ethnicity student subgroups did not meet the interim goal and decreased in performance from the previous year. Below grade level math abilities--proficiency and growth expectations need to be consistent among all student populations.</p> | <p>For the 24-25 school year, we will be implementing IXL and its benchmark feature. We will analyze results quarterly paying particular attention to the students with disabilities subgroup. We will include students with disabilities in morning remedial groups.</p>  | <p>True</p>        |

### Analyzing Strengths

| Analyzing Strengths  | Discussion Points   |
|--|---|
| <p>All special education students have equitable access to curriculum in all grade levels and subject areas.</p> | <p>The case manager and special education supervisor meet with students to select courses that best support them academically in the regular education setting.</p> |

|   |   |
|---|---|
| For identified Students, Reading Plus (an intervention reading program) is utilized and is aligned to the PA Core Standards.  | There are 29 students that are enrolled in the Reading Plus intervention program. |
| Essentials for Algebra (SRA), and intervention math program, began in 20/21 and is aligned to the PA Core Standards. In essence, students are provided with extra periods of instruction. | Targeted students receive additional instructional support in identified areas.   |
| Bi-weekly mentor committee meetings, PBIS Tier 3 achievement, monthly department meetings, and SAP/MTSS meetings are all held to pair student needs with supports                         |   |
| Our curriculum is aligned to the PA Core Standards.   |   |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements  |
|-------------------------------|--|
|                               | If explicit, direct teacher-based instruction is added through morning group remediation and/or additional support courses the students with disabilities subgroup performance will increase in reading. |
|                               | If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.                                 |
|                               | If explicit, direct teacher-based instruction is added through morning group remediation and/or additional support courses the students with disabilities subgroup performance will increase in math.    |



## Goal Setting

**Priority: If explicit, direct teacher-based instruction is added through morning group remediation and/or additional support courses the students with disabilities subgroup performance will increase in reading.**

|  |   |   |   |
|--|---|---|---|
| <b>Outcome Category</b>  |   |   |   |
| English Language Arts  |   |   |   |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |   |   |
| 50% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year. |   |   |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |   |   |
| ELA  |   |   |   |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>   | <b>Target 4th Quarter</b>   |
| All students will take the iXL baseline by September 25, 2024.   | By January 18, 2025, 20% of students with disabilities will show growth of at least 20 SMART points on the iXL ELA benchmark. | By March 15, 2025, 30% of students with disabilities will show growth of at least 30 SMART points on the iXL ELA benchmark. | By May 31, 2025, 50% of students with disabilities will show growth of at least 40 SMART points on the iXL ELA benchmark. |

**Priority: If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.**

|  |   |   |   |
|--|---|---|---|
| <b>Outcome Category</b>  |   |   |   |
| Regular Attendance   |   |   |   |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |   |   |
| 65% of students will demonstrate regular attendance by the end of the 24-25 school year. |   |   |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                       |   |   |   |
| Attendance   |   |   |   |
| <b>Target 1st Quarter</b>  | <b>Target 2nd Quarter</b>   | <b>Target 3rd Quarter</b>   | <b>Target 4th Quarter</b>   |
| By November 8, 2024, 80% of students will demonstrate regular attendance.                | By January 18, 2025, 75% of students will demonstrate regular attendance. | By March 15, 2025, 70% of students will demonstrate regular attendance. | By May 31, 2025, 65% of students will demonstrate regular attendance. |

**Priority: If explicit, direct teacher-based instruction is added through morning group remediation and/or additional support courses the students with disabilities subgroup performance will increase in math.**

|   |  |  |  |
|---|--|--|--|
| <b>Outcome Category</b>                       |  |  |  |
| Mathematics                                   |  |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b> |  |  |  |

50% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year.

**Measurable Goal Nickname (35 Character Max)**

Math

| <b>Target 1st Quarter</b>                                      | <b>Target 2nd Quarter</b>  | <b>Target 3rd Quarter</b>  | <b>Target 4th Quarter</b>  |
|--|--|--|--|
| All students will take the iXL baseline by September 25, 2024. | By January 18, 2025, 20% of students with disabilities will show growth of at least 20 SMART points on the iXL math benchmark. | By March 15, 2025, 30% of students with disabilities will show growth of at least 30 SMART points on the iXL math benchmark. | By May 31, 2025, 50% of students with disabilities will show growth of at least 40 SMART points on the iXL math benchmark. |

## Action Plan

### Measurable Goals

|            |      |
|------------|------|
| ELA        | Math |
| Attendance |      |

### Action Plan For: Data driven decisions- Special Education Math

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>50% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year.</li> </ul> |

| Action Step  |   | Anticipated Start/Completion Date |            |
|--|---|-----------------------------------|------------|
| All teachers will be trained in IXL.   |   | 2024-08-19                        | 2024-08-23 |
| Lead Person/Position   | Material/Resources/Supports Needed                                    | PD Step?                          |            |
| Building Principal   | IXL Trainer   | Yes                               |            |
| Action Step  |   | Anticipated Start/Completion Date |            |
| The Special Education Director, Building Principal, and Lead Teachers in Math, ELA, Science, and Special Education will meet to develop a plan for baseline and diagnostic/progress monitoring assessments and to discuss SRA Math, benchmarking goals, special education supports and services, and explicit teacher-based instruction. |   | 2024-09-02                        | 2024-09-06 |
| Lead Person/Position   | Material/Resources/Supports Needed                                    | PD Step?                          |            |
| Director of Special Education  | Roster of special education students, list of math classes, schedules | No                                |            |
| Action Step  |   | Anticipated Start/Completion Date |            |
| All special education students will take the IXL benchmarking assessment.  |   | 2024-09-16                        | 2024-09-25 |
| Lead Person/Position   | Material/Resources/Supports Needed                                    | PD Step?                          |            |
| Building Principal   | IXL, iPads  | No                                |            |

|  |   |  |            |
|--|---|--|------------|
| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
| Based on student data, special education teachers will determine the appropriate special education supports and services. Flexible groups will be created based on the student data. |   | 2024-09-25                               | 2024-10-01 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                       | <b>PD Step?</b>                          |            |
| Director of Special Education, Building Principal, and Special Education Lead Teacher  | IXL, SRA Math, Get More Math, student baseline data, group list | No                                       |            |
| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
| Implement appropriate supports and services to identified students including administering benchmarking.   |   | 2024-10-01                               | 2025-05-30 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                       | <b>PD Step?</b>                          |            |
| Lead Special Education Teacher and special education teachers  | IXL, SRA math, Get More Math                                    | No                                       |            |
| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
| Review and analyze special education student benchmark data to ensure that quarterly targets are being met. Teachers will adjust instruction based on data.                          |   | 2024-10-01                               | 2025-05-30 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                       | <b>PD Step?</b>                          |            |
| Director of Special Education, Lead Special Education Teacher and special education teacher.   | IXL data, SRA math, Get More Math                               | No                                       |            |

|   |  |
|---|--|
| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>   |
| Explicit teacher-based instruction will be implemented in a resulting in improved academic growth for students with disabilities. | The Special Education Director will meet with the Special Education Department at the end of each quarter to review and analyze student data to ensure that the targets are being met. |

### Action Plan For: Data driven decisions- Special Education Reading

|                          |
|--------------------------|
| <b>Measurable Goals:</b> |
|--------------------------|

- 50% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year.

|  |  |  |            |
|--|--|--|------------|
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| All teachers will be trained in IXL.   |  | 2024-08-19                               | 2024-08-23 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                            | <b>PD Step?</b>                          |            |
| Building Principal   | IXL, iPads   | Yes                                      |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| The Special Education Director, Building Principal, and Lead Teachers in Math, ELA, Science, and Special Education will meet to develop a plan for baseline and diagnostic/progress monitoring assessments and to discuss Reading Plus, benchmarking goals, special education supports and services, and explicit teacher-based instruction. |  | 2024-09-02                               | 2024-09-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                            | <b>PD Step?</b>                          |            |
| Director of Special Education, Building Principal, and Special Education Lead Teacher  | Roster of special education students, list of ELA classes, schedules | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| All special education students will take the IXL benchmarking assessment.  |  | 2024-09-16                               | 2024-09-25 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                            | <b>PD Step?</b>                          |            |
| Building Principal   | IXL, iPads   | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| Based on student data, special education teachers will determine the appropriate special education supports and services. Flexible groups will be created based on the student data.   |  | 2024-09-25                               | 2024-10-01 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                            | <b>PD Step?</b>                          |            |
| Director of Special Education, Building Principal, and Special Education Lead Teacher  | IXL, Reading Plus, student baseline data, group list                 | No                                       |            |

|   |   |  |            |
|---|---|--|------------|
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Implement appropriate supports and services to identified students including administering benchmarking.  |   | 2024-10-01                               | 2025-05-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          |            |
| Lead Special Education Teacher and special education teachers   | IXL, Reading Plus                         | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Review and analyze special education student benchmark data to ensure that quarterly targets are being met. Teachers will adjust instruction based on data. |   | 2024-10-01                               | 2025-05-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          |            |
| Director of Special Education, Lead Special Education Teacher and special education teacher.  | IXL, Reading Plus                         | No                                       |            |

|   |  |
|---|--|
| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>   |
| Explicit teacher-based instruction will be implemented in a resulting in improved academic growth for students with disabilities. | The Special Education Director will meet with the Special Education Department at the end of each quarter to review and analyze student data to ensure that the targets are being met. |

### Action Plan For: Data driven decisions

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>65% of students will demonstrate regular attendance by the end of the 24-25 school year.</li> </ul> |

|   |  |
|---|--|
| <b>Action Step</b>  | <b>Anticipated Start/Completion Date</b> |
| Outreach efforts will continue through communication and parent and family engagement events/activities throughout the school year. | 2024-08-01   2025-06-06                  |

|  |  |  |            |
|--|--|--|------------|
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Building Principal   | Parent and family engagement supplies and personnel at events, social media, district webpage, parent and family emails, PBIS committee and events | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| Attendance updates are sent through email weekly. The Attendance Secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by assistant principal, Justice Works, school counselors, and/or Special Education Supervisor.   |  | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Attendance Secretary   | Skyward Attendance Report, CAIR program, Justice Works   | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| The Assistant Principal will identify students with 3 or more unexcused absences and create an attendance improvement plan. The assistant principal will identify students and families he will check-in with as necessary. Students who violate the attendance improvement plan will be referred to the magistrate. |  | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Assistant Principal  | Skyward Attendance Report, attendance spreadsheet, improvement plan  | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| Regular attendance is reinforced through PBIS incentives throughout the school year.   |  | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Lead PBIS Coordinator  | PBIS incentives  | No                                       |            |

|                                     |   |
|-------------------------------------|---|
| <b>Anticipated Output</b>           | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>  |
| Increase regular student attendance | Assistant Principal and Attendance Secretary will run attendance reports, communicate with families, and create attendance plans. |

## Action Plan For: Data driven decisions

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>65% of students will demonstrate regular attendance by the end of the 24-25 school year.</li> </ul> |

|  |  |  |            |
|--|--|--|------------|
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| Outreach efforts will continue through communication and parent and family engagement events/activities throughout the school year.  |  | 2024-08-01                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Building Principal   | Parent and family engagement supplies and personnel at events, social media, district webpage, parent and family emails, PBIS committee and events | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| Attendance updates are sent through email weekly. The Attendance Secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by assistant principal, Justice Works, school counselors, and/or Special Education Supervisor.   |  | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Attendance Secretary   | Skyward Attendance Report, CAIR program, Justice Works   | No                                       |            |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |            |
| The Assistant Principal will identify students with 3 or more unexcused absences and create an attendance improvement plan. The assistant principal will identify students and families he will check-in with as necessary. Students who violate the attendance improvement plan will be referred to the magistrate. |  | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          |            |
| Assistant Principal  | Skyward Attendance Report, attendance spreadsheet, improvement plan  | No                                       |            |



| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |            |
|--|---|--|------------|
| Regular attendance is reinforced through PBIS incentives throughout the school year. |   | 2024-08-26                               | 2025-06-06 |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          |            |
| Lead PBIS Coordinator  | PBIS incentives                           | No                                       |            |

| <b>Anticipated Output</b> | <b>Monitoring/Evaluation (People, Frequency, and Method)</b> |
|---------------------------|--|
|                           |  |

## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy                          | Action Steps                         |
|--|--------------------------------------|
| Data driven decisions- Special Education Math    | All teachers will be trained in IXL. |
| Data driven decisions- Special Education Reading | All teachers will be trained in IXL. |

### IXL Training

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>All teachers will be trained in IXL.</li> </ul>    |                          |                               |
| <b>Audience</b>   |                          |                               |
| High School Teachers  |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| ELA and Math  |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Teachers will be able to implement IXL with their students in their ELA and Math periods. |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Principal   | 2024-08-19               | 2024-08-23                    |

### Learning Format

|  |  |
|--|--|
| <b>Type of Activities</b>  | <b>Frequency</b>                       |
| Workshop(s)  | 1 IXL training and quarterly check-ins |
| <b>Observation and Practice Framework Met in this Plan</b>   |  |
| <ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |  |
|  |  |



## Approvals & Signatures

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

|   |             |
|---|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
|   |             |
| <b>Building Principal Signature</b>             | <b>Date</b> |
| Tiffany L. Hummel                               | 2024-09-03  |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
|   |             |