

Hazleton El/MS
School Improvement Plan

07/01/2014 - 06/30/2018

*Improvement Revision 2017-2018 : Submitted On
06/01/2017*

School Profile

Demographics

Hazleton El/MS

700 North Wyoming St
 Hazleton, PA 18201
 (570)459-3111

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Maureen DeRose
 Superintendent: Craig Butler

Stakeholder Involvement

Name	Role
George Donadi	Administrator
Patricia Galloway	Administrator : School Improvement Plan
Chris Yourechko	Administrator : School Improvement Plan
Maureen DeRose	Building Principal : School Improvement Plan
Loretta Provost	Business Representative
Carinne Karlick	Ed Specialist - Other
Michele Planutis	Ed Specialist - School Counselor
Heather Balliet	Elementary School Teacher - Regular Education : School Improvement Plan
Megan Howey	Elementary School Teacher - Regular Education : School Improvement Plan
Susan Platek	Elementary School Teacher - Regular Education : School Improvement Plan
Amy Tarone	Elementary School Teacher - Special Education : School Improvement Plan
Robert Barletta	Intermediate Unit Staff Member
Suzanne McCabe	Intermediate Unit Staff Member : School Improvement Plan
Crystal Rodgers	Middle School Teacher - Regular Education : School Improvement Plan
Shelly Tobias	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

1. Comprehensive Planning and Schoolwide PLanning began with an overview of the process for reviewing the data to determine the school's needs assessment. A member of the LIU 18 served on the team to continue the discussions of data review and analysis. At the LEA, the team worked with Dr. Christopher Lake, a Distinguished Educator, who has been trained extensively with both types of planning. The team then continued to meet

multiple times each year to analyze data and revise the plan.

Provider	Meeting Date	Type of Assistance
HASD	12/9/2011 12:00:00 AM	Review of Data
HASD	1/25/2012 12:00:00 AM	Development of Action Plans
HASD	1/30/2012 12:00:00 AM	Development of Action Plans
HASD	5/11/2012 12:00:00 AM	Review of goals and Action Plans
HASD-Dr. Christopher Lake	2/24/2015 12:00:00 AM	Monitor Progress and Compliancy
LIU 18	11/8/2011 12:00:00 AM	Needs Assessment and Comprehensive Planning
LIU 18	1/30/2014 12:00:00 AM	Review Data
LIU 18	2/10/2014 12:00:00 AM	Review goals and Action Plans
LIU 18	3/20/2014 12:00:00 AM	Review goals and Action Plans
LIU 18	4/3/2014 12:00:00 AM	Formulating Indicators of Effectiveness / Creation of Data Team
LIU 18	3/3/2015 12:00:00 AM	Review goals and Action Plans
LIU 18	11/15/2016 12:00:00 AM	Review of Data
LIU 18	3/8/2017 12:00:00 AM	Data Review
LIU18 webinar	4/6/2017 12:00:00 AM	Webinar -Schoolwide PLanning
PDE Webinar	3/29/2017 12:00:00 AM	Webinar of Title I Focus/ Comprehensive Planning Updates

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

In order to meet students' needs in meeting new challenges and standards additional in and out of class supports have been added. Teachers and Data Team members from HASD and LIU 18 reviewed goals and Data in order to formulate strategies for best practices to meet these specific goals and challenges. For ELA, all students in grades 3-8 will receive 80-120 minutes of grade level instruction aligned to PA Core Standards. per week, students will receive instruction which may include Title I Reading and / or math pull out remediation for qualifying students. For math, students in grade 3-6 will receive 40 minutes of on grade

level instruction per day, based on PA Core Standards, and an additional 80-120 minutes of instructional level interventions. For grades 7-8 in addition to the grade level instruction provided during their scheduled classes, a 30 minute Flex period is implemented to provide instructional level remediation for reading, math, and science.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
------------------------------	------------------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

School Accomplishments

Accomplishment #1:

According to the School Performance Profile Hazleton Elementary Middle School has achieved 92.16% attendance percentage rate.

Accomplishment #2:

According to PVAAS, students in grades 5 and 6 who were predicted to score Below Basic on the 2016 PSSA ELA assessment showed moderate evidence that the groups exceeded the PA Standard for Academic Growth. Students in grades 4 and 8 who were predicted to score below basic showed evidence that they met the standard. Students in grades 4, 5, and 6 who were predicted to score Basic on the 2016 PSSA ELA assessment showed evidence that the groups met the PA Standard for Academic Growth.

Accomplishment #3:

According to PVAAS, students in grades 4 and 5 who were predicted to score Below Basic on the 2016 PSSA MATH Assessment showed moderate evidence that the groups exceeded the PA Standard for Academic Growth. Students in grade 7 that were predicted to score below basic showed evidence that they met the standard for PA Academic Growth. Students in Grades 4 and 5 who were predicted to score Basic on the 2016 PSSA MATH assessment showed evidence that the groups met the PA Standard for Academic Growth. Students in grades 4, 5, and 7 who were predicted to score Proficient on the 2016 PSSA MATH Assessment showed evidence that the group met the PA Standard for Academic Growth.

Accomplishment #4:

According to PVAAS, students in grade 4 who were predicted to score Below Basic on the 2016 PSSA SCIENCE assessment showed evidence that the group met the PA Standard for Academic Growth.

According to PVAAS, students in grade 4 who were predicted to score Advanced on the 2016 PSSA SCIENCE assessment showed evidence that the group met the PA Standard for Academic Growth.

Accomplishment #5:

According to Curriculum Associates iReady Adaptive Diagnostic Assessments, HEMS attained growth at the national average rate for Math and Reading for the 2016-2017 midyear point.

School Concerns

Concern #1:

According to PVAAS, students in grade 4,5,6,7, and 8 who were predicted to score Proficient on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7, and 8 who were predicted to score Basic on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 4 who were predicted to score Advanced on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7 who were predicted to score Below Basic on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

Concern #2:

According to Emetric, 88% of the All Student Population scored Basic or Below Basic on the 2016 Math PSSA- a 2% improvement from the previous year.

Concern #3:

According to Emetric, 67% of the All Student Population scored Basic or Below Basic on the 2016 ELA PSSA - a 1% improvement from last year.

Concern #4:

According to PVAAS, students in grades 6 and 8 who were predicted to score Below Basic, Basic, and Proficient on the 2016 PSSA MATH assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7 who were predicted to score Basic on the 2016 PSSA MATH assessment showed moderate evidence that the group did NOT meet the PA Standard for Academic Growth.

Concern #5:

According to PVAAS, students in grade 8 predicted to score Below Basic in the 2016 PSSA Science assessment showed moderate evidence that they did NOT meet the PA Standard for Academic Growth in SCIENCE on the 2016 PSSA assessment.

According to PVAAS, students in grade 4 and 8 who were predicted to score Basic and Proficient on the 2016 PSSA SCIENCE assessment showed moderate evidence that the group did NOT meet the PA Standard for Academic Growth.

Concern #6:

According to Emetric, 63% of all students tested in grades 4 and 8 scored Basic or Below Basic on the 2015 Science PSSA, a 3% increase, as compared to 60% from last year.

Concern #7:

According to PVAAS the 6 students that took the Keystone Algebra I assessment showed moderate evidence that they did not meet the standard for PA Academic Growth.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #2) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

According to PVAAS, students in grade 8 predicted to score Below Basic in the 2016 PSSA Science assessment showed moderate evidence that they did NOT meet the PA Standard for Academic Growth in SCIENCE on the 2016 PSSA assessment.

According to PVAAS, students in grade 4 and 8 who were predicted to score Basic and Proficient on the 2016 PSSA SCIENCE assessment showed moderate evidence that the group did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 4,5,6,7, and 8 who were predicted to score Proficient on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7, and 8 who were predicted to score Basic on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 4 who were predicted to score Advanced on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7 who were predicted to score Below Basic on the 2016 PSSA READING assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grades 6 and 8 who were predicted to score Below Basic, Basic, and Proficient on the 2016 PSSA MATH assessment showed moderate evidence that the groups did NOT meet the PA Standard for Academic Growth.

According to PVAAS, students in grade 7 who were predicted to score Basic on the 2016 PSSA MATH assessment showed moderate evidence that the group did NOT meet the PA Standard for Academic Growth.

According to Emetric, 67% of the All Student Population scored Basic or Below Basic on the 2016 ELA PSSA - a 1% improvement from last year.

According to Emetric, 88% of the All Student Population scored Basic or Below Basic on the 2016 Math PSSA- a 2% improvement from the previous year.

According to Emetric, 63% of all students tested in grades 4 and 8 scored Basic or Below Basic on the 2015 Science PSSA, a 3% increase, as compared to 60% from last year.

According to PVAAS the 6 students that took the Keystone Algebra I assessment showed moderate evidence that they did not meet the standard for PA Academic Growth.

Systemic Challenge #2 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Systemic Challenge #3 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Systemic Challenge #4 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Systemic Challenge #5 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #6 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA 2015, PSSA 2016, PSSA 2017, PSSA 2018 Grades 3 - 8 in ELA and Math

Specific Targets: 2018 - students that achieved Basic or Below Basic on their 2017 PSSA will show moderate evidence that they exceeded the PA Standard for Academic Growth.

Type: Annual

Data Source: 2015 KEYSTONES, 2016 KEYSTONES, 2017 KEYSTONES Algebra 1, 2018 KEYSTONE Algebra 1

Specific Targets: 2015 - 79% of Algebra 1 students meet or exceed the projected growth standard as indicated by PVAAS score for Algebra 1.

2016 - 80% of Algebra 1 students meet or exceed the projected growth standard as indicated by PVAAS score for Algebra 1.

2017 - 81% of Algebra 1 students meet or exceed the projected growth standard as indicated by PVAAS score for Algebra 1.

2018 - 50% of Algebra 1 students will achieve Proficient or Advanced as indicated by emetrics.

Type: Interim

Data Source: 2016-2017 iReady Math Diagnostic, 2017-2018 iReady Math Diagnostic

Specific Targets: The school will meet the average targeted growth for one year as projected by iReady.

Type: Interim

Data Source: 2016-2017 iReady Reading Diagnostic, 2017-2018 iReady Reading Diagnostic

Specific Targets: The school will meet the average targeted growth for one year as projected by iReady.

Strategies:

SCHOOL WIDE DATA TEAM

Description:

During the 2014- 2015 school year, the School Wide Data Team, created and overseen by the school principal, will consist of representatives from the following areas: elementary ELA teacher, elementary math teacher, middle school ELA teacher, middle school math teacher, school guidance counselor, and a special education teacher. The school wide data team will meet monthly, with the use of substitutes, to create and maintain a data warehouse. A data warehouse is data accumulated from a range of sources to guide instruction. Data will be collected from GPAs, PSSA scores, Keystone scores, Scholastic Reading Inventory Lexile scores, Star Math scores, and Study Island Benchmarks and Study Island weekly practice sessions. This information will be used to group students for intervention groups and intervention flex periods which would include enrichment activities for those students who have mastered the concept being addressed. Data will also be used to monitor growth and progress throughout the school year to guide instruction during intervention time.

The school wide data team will be responsible for delivering information gained from monthly meetings to the grade level and subject area leaders, which are assigned by the school principal. During staff development, the grade level and subject area leaders will work collaboratively with fellow grade level teachers to refer to and utilize the predesigned skills specific interventions.

During the 2015-2016 school year, the School Wide Data Team with the addition of an ESL teacher, will continue to meet monthly, with the use of substitutes, to maintain and amend the school's data warehouse. A data warehouse will consist of data accumulated from a range of sources to guide instruction. Data will be collected from math, ELA, and science PSSA scores, ESL levels, IEP identification, Keystone scores, baseline and benchmark scores for Scholastic Reading Inventory, Star Math, and Study Island ELA, and Study Island Math. This information will be used to create intervention groups and intervention flex periods that will remediate, enrich, and reinforce eligible content for the concepts being addressed. Data will also be used to monitor growth and progress throughout the school year and guide instruction during intervention time. The data warehouse will be implemented into the middle-school level.

The school wide data team will be responsible for delivering information gained from monthly meetings to the grade level and subject area leaders, which are assigned by the school principal. During staff development, the grade level and subject area leaders will continue to work collaboratively with fellow grade level teachers to plan interventions based on the data disseminated by the team.

During the 2016-2017 school year, the School Wide Data Team will continue to meet monthly, with the use of substitutes, to maintain and amend the school's data warehouse. A data warehouse will consist of data accumulated from a range of sources to guide instruction. Data will be collected from math, ELA, and science PSSA scores, ESL levels, IEP identification, Keystone scores,

baseline and benchmark scores for Scholastic Reading Inventory, Star Math, and Study Island ELA, and Study Island Math. This information will be used to differentiate planning, instruction, and assessment within the classroom and during flex periods to remediate, enrich, and reinforce eligible content for the concepts being addressed. Data will also be used to monitor growth and progress throughout the school year and guide instruction during intervention time.

The school wide data team will be responsible for delivering information gained from monthly meetings to the grade level and subject area leaders, which are assigned by the school principal. During staff development, the grade level and subject area leaders will continue to work collaboratively with fellow grade level teachers to plan interventions based on the data disseminated by the team.

During the 2017-2018 school year, the School Wide Data Team will continue to meet monthly, with the use of substitutes, to maintain and amend the school's data warehouse. A data warehouse will consist of data accumulated from a range of sources to guide instruction. Data will be collected from math, ELA, and science PSSA scores, ESL levels, IEP identification, Keystone scores, iReady Math and Reading benchmarks, and iReady Lexile. This information will be used to differentiate planning, instruction, and assessment within the classroom and during flex periods to remediate, enrich, and reinforce eligible content for the concepts being addressed. Data will also be used to monitor growth and progress throughout the school year and guide instruction during intervention time.

The school wide data team will be responsible for delivering information gained from monthly meetings to the grade level and subject area leaders, which are assigned by the school principal. During staff development, the grade level and subject area leaders will continue to work collaboratively with fellow grade level teachers to plan interventions based on the data disseminated by the team.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

ESTABLISH A PROTOCOL

Description:

During the 2014 - 2015 school year, the building principal, vice principal and ELA and math grade level team leaders will collaborate to create a system through which the PA Common Core Curriculum (currently being established by the Hazleton Area School District) will be presented, implemented and used to design standards-aligned lessons. Grade Level Teams will familiarize themselves with the new curriculum during Staff Development Meetings. HASD will provide a list of the curricular scope and sequence for each grade level in reading and math. Grade Level Teams will communicate effectively to ensure all students are presented the material as it was intended through scope and sequence. Activities will include research based differentiated instruction best practices. Utilize the curriculum to develop a unit sequence calendar. Building Administration will observe these units by utilizing Classroom Walkthroughs and teachers observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan.

During the 2015 - 2016 school year, the building principal, vice principal, grade level team leaders will collaborate to create a system through which the ELA and math curricula, based on the PA Core Standards, will be presented, implemented and used. HASD will provide a list of the curricular scope and sequence for each grade level in ELA and math. Grade level teams will meet to analyze the ELA and math curricula. Starting in the 2015-2016 school year the administration combined social studies and geography, creating a double block for eighth grade math. The building level administration will implement a 30 minute flex period focusing on specific eligible content according to student data. The administration will provide a unit plan template, staff development, professional development, and differentiated supervision. The ELA curriculum, found on the HASD website, and the math curriculum, that was piloted in the 2014 - 2015 school year and is expected to be adopted by the HASD school board for the 2015- 2016 school year, will be used to design collaborative standards-aligned unit plans. Building administration will observe these units by utilizing classroom walkthroughs and teacher observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan.

During the 2014-2015 a school-wide writing initiative was created and piloted. Using the PSSA Test Design, the three genres of writing were identified. Sample writing prompts and the PSSA scoring guidelines were used, and building level training occurred. Universal summative assessments were administered.

This school-wide initiative and training will continue for the 2015-2016 and 2016-2017 school years.

During the 2016 - 2017 school year, the building principal, vice principal, and grade level team leaders will continue to use the established system to present and implement the ELA and math curricula, based on the PA Core Standards. HASD will provide a list of the curricular scope and sequence for each grade level in reading and math. Grade level teams will meet to analyze the ELA and math curricula. The double block of 8th grade math will continue to be scheduled during the 2016-2017 school year. The building administration will implement a 30 minute flex period focusing on specific eligible content according to student data. Class sizes will be limited to no more than twenty-four students grouped homogeneously per certified teacher in grades 3 through 6 and no more than twenty-six in grades 7 and 8. To remedy pervasive and consistent problems with students in the top percentile not meeting predicted growth or achievement standards, a homogeneous class of students will be scheduled for all subjects to meet the needs of the aforementioned group of students based on information gleaned from the data warehouse. The administration will provide a unit plan template, staff development, professional development, and differentiated supervision. The ELA curriculum, found on the HASD website, and the math curriculum, that continued to be piloted during the 2015 - 2016 school year and is expected to be adopted by the HASD school board for the 2016- 2017 school year, will be used to design collaborative standards-aligned unit plans. Building administration will observe these units by utilizing

classroom walkthroughs and teacher observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan.

During the 2014-2015 a school-wide writing initiative was created and piloted. Using the PSSA Test Design, the three genres of writing were identified. Sample writing prompts and the PSSA scoring guidelines were used, and building level training occurred. Universal summative assessments were administered.

This school-wide initiative and training will continue in the 2016-2017 school years.

During the 2017 - 2018 school year, the building principal, vice principal, and grade level team leaders will continue to use the established system to present and implement the ELA and math curricula, based on the PA Core Standards. HASD will provide a list of the curricular scope and sequence for each grade level in reading and math. Grade level teams will meet to analyze the ELA and math curricula. The double block of 8th grade math will continue to be scheduled during the 2017-2018 school year. The building administration will implement a 30 minute flex period focusing on specific eligible content according to student data. Class sizes will be limited to no more than twenty-four students grouped homogeneously per certified teacher in grades 3 through 6 and no more than twenty-six in grades 7 and 8. The 7th grade 1/2 day math teacher will be retained as a full time teacher. To remedy pervasive and consistent problems with students in the top percentile not meeting predicted growth or achievement standards, a homogeneous class of students will be scheduled for all subjects to meet the needs of the aforementioned group of students based on information gleaned from the data warehouse. The administration will provide a unit plan template, staff development, professional development, and differentiated supervision. The ELA curriculum, found on the HASD website, and the math curriculum, that continued to be piloted during the 2016 - 2017 school year and is expected to be adopted by the HASD school board for the 2017- 2018 school year, will be used to design collaborative standards-aligned unit plans. Building administration will observe these units by utilizing classroom walkthroughs and teacher observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan.

Student planners will be purchased and used in grades 3 - 8 to improve the home school partnership, encourage positive behavior, and provide organizational skills.

During the 2014-2015 a school-wide writing initiative was created and piloted. Using the PSSA Test Design, the three genres of writing were identified. Sample writing prompts and the PSSA scoring guidelines were used, and building level training occurred. Universal summative assessments were administered.

This school-wide initiative and training will continue in the 2017-2018 school years.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

INTERVENTION TRAINING PROGRAM

Description:

All 3rd and 4th Grade Reading and Mathematics Teachers will be trained in Intervention Strategies during the 2014 - 2015 school year. Trainings included Math Intervention Training through LIU 18, Reading Intervention Training through McGraw Hill and ESL training through WestEd. All 5th and 6th Grade Reading and Mathematics Teachers will be trained in Intervention Strategies during the 2015 - 2016 school year. All 7th and 8th Grade Reading and Mathematics Teachers will participate in teacher-led collaborative training in Intervention Strategies, including the iReady computer program, during the 2016 - 2017 school year. 3rd to 6th grade teachers participated in multiple iReady trainings and coaching sessions. 3rd grade was trained and began implementing the Hybrid model during their intervention periods. 4th grade will receive training in the Hybrid Instructional Model for the 2017-2018 school year. Intervention strategies mastered through this training will be implemented into a designated Intervention Period at each grade level in tandem with the teacher training year.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Reading and Math Pull-out Intervention

Description:

In addition to the classroom intervention periods, Reading Specialists and Math teachers will provide small group instruction to reading and math students in grades 3 through 6 for the 2016- 2017 school year that are at risk of failing to meet the state standards.

In addition to the classroom intervention periods, Reading Specialists and Math teachers will continue to provide small group instruction to reading and math students in grades 3 through 6 for the 2017-2018 school year that are at risk of failing to meet the state standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

DATA Warehouse

Description:

In 2014- 2015, the Data Team created and oversaw class Excel documents arranged by homeroom accessible through the district shared drive. Students' baseline and benchmark scores were added throughout the school year and analyzed by the Data Team.

In 2015- 2016, the Data Team will compile the 2014-2015 warehouse data by grade level to provide the next year's teachers with the historical data. The Data Team will continue to oversee the Excel documents arranged by homeroom accessible through the district shared drive for the current 2015-2016 school year. Students' baseline and benchmark scores will be added throughout the school year and analyzed by the Data Team.

In 2016- 2017, the Data Team will compile the 2015-2016 warehouse data by grade level to provide the next year's teachers with the historical data. The Data Team will continue to oversee the Excel documents arranged by homeroom accessible through the district shared drive for the current 2016-2017 school year. Students' baseline and benchmark scores will be added throughout the school year and analyzed by the Data Team.

During the 2016-2017 school year, the data warehouse was modified to include iReady Math Scaled Scores, iReady Reading Scaled Scores, and iReady Lexile Scores. Due to a district level decision to discontinue the programs, the STAR Math, Study Island Reading, Study Island Math, and SRI Lexile scores were removed.

In 2017-2018, the Data Team will continue to compile the prior year's data by grade level to provide historical data to classroom teachers. The Excel document will be updated according to the data sources available for the 2017-2018 school year.

Start Date: 9/1/2014 **End Date:** 9/2/2018

Program Area(s):

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Utilization of Staff Development

Description:

During the 2014- 2015 school year, the data warehouse was created and presented to the faculty during building level staff development. Grades 3 - 6 teachers, were trained on inputting information into the Data Warehouse. The Data Team guided the faculty on analyzing the information and how to use the data to develop appropriate interventions.

During the 2015- 2016 school year, the Data Team will continue to train teachers on inputting information into the Data Warehouse. The Data Team will guide the faculty on analyzing the information and how to use the data to develop appropriate interventions during staff development. The Data Warehouse will be created by the Data Team for 7th and 8th grade.

During the 2016- 2017 school year, the Data Team will continue to train teachers on inputting information into the Data Warehouse. The Data Team will guide the faculty on analyzing the information and how to use the data to develop appropriate interventions during staff development.

During the 2017- 2018 school year, the Data Team will continue to train teachers on inputting information into the Data Warehouse. The Data Team will guide the faculty on analyzing the information and how to use the data to develop appropriate interventions during staff development.

Start Date: 5/5/2014 **End Date:** 8/31/2018

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL

Utilization of Additional Personnel to Support Intervention Programs

Description:

Six intervention paraprofessionals were hired during the 2014-2015 school year to assist with the implementation of the interventions. Training for the paraprofessionals was delivered by district administration, school administration, faculty members, McGraw-Hill, Scholastic, and LIU 18.

Intervention paraprofessionals will be trained by district and school administration, faculty members, McGraw-Hill, Scholastic, and LIU18 for the 2015-2016 school year, based on need.

During the 2016-2017 school year, 6 intervention paraprofessionals will be retained/hired. Training for the paraprofessionals will be utilized as needed.

During the 2017-2018 school year, 3 intervention paraprofessionals will be retained/hired. Training for the paraprofessionals will be utilized as needed.

Start Date: 6/30/2014 **End Date:** 8/31/2018

Program Area(s): Student Services

Supported Strategies:

- ESTABLISH A PROTOCOL

Implementation and Evaluation of the Curricula

Description:

In 2014- 2015 the ELA teachers implemented the new curriculum. Math teachers piloted a proposed curriculum. Faculty completed district unit plans, and kept the Data Warehouse current to document implementation and evaluation. Revisions and updates were made as needed.

In 2015- 2016 the ELA teachers will continue to follow the ammended HASD ELA curriculum. Math teachers will implement the new curriculum (if approved by the HASD School Board). Faculty will complete district unit plans, and keep the Data Warehouse current to document implementation and evaluation. Revisions and updates will be made as needed.

In 2016- 2017 the ELA teachers will continue to follow the ammended HASD ELA curriculum. Math teachers will implement the new curriculum (if approved by the HASD School Board). Faculty will complete district unit plans, and keep the Data Warehouse current to document implementation and evaluation. Revisions and updates will be made as needed.

In 2017- 2018 the ELA teachers will continue to follow the ammended HASD ELA curriculum. Math teachers will implement the new curriculum (if approved by the HASD School Board). Faculty will complete district unit plans, and keep the Data Warehouse current to document implementation and evaluation. Revisions and updates will be made as needed.

Start Date: 9/2/2014 **End Date:** 6/5/2018

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL

*Reevaluation of Current Intervention Programs***Description:**

Interventions are periodically being assessed and evaluated based on the students' growth as documented in the Data Warehouse. For the 2014-2015 school year, the Data Warehouse information is showing positive results from the SRI, Study Island, and STAR Math data. For the 2015-2016 school year, the Data Warehouse is showing positive results in growth for SRI and Star Math scores. For the 2016-2017 school year, evaluating the current interventions programs proved challenging due to the discontinuation of STAR Math, SRI, Study Island Math, and Study Island Reading. iReady scaled scores, Lexiles, and PSSA data will be used to evaluate the effectiveness of the current year's intervention programs.

The Data Warehouse will be used to evaluate the interventions during the 2016 - 2017 school years.

Start Date: 8/26/2014 **End Date:** 6/12/2018

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

*Intervention Training Program 2014 - 2015***Description:**

2014 - 2015 School Year - 3rd and 4th grade teachers were trained through McGraw-Hill, Scholastic, and LIU18 throughout the 2014-2015 school year. District level professional development occurred during Act 80 days. The implementation of the interventions occurred simultaneously with the training of the teachers. System 44, Read 180, Accelerated Math, and teacher-designed interventions were used to improve students' instructional levels based on their SRI Lexiles, Star Math Library Recommendations, and Study Island scores.

The school administration and Data Team are using the data warehouse to evaluate the grade level interventions for effectiveness.

Start Date: 9/1/2014 **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Identification of Staff 2014 - 2015

Description:

In the 2014 - 2015 school year 15 teachers were identified in Grades 3 - 8 as participating in the Danielson Model of Clinical Supervision. All other faculty members were identified as participating in the Hazleton Area School District Differentiated Supervision Plan.

Start Date: 8/26/2014 **End Date:** 10/15/2014

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Danielson Model Implementation 2014 - 2015

Description:

Implementation of the Clinical Model including the pre-observation and post-observation from the clinical model.

The administration used differentiated supervision for all faculty members during the 2014 - 2015 school year. 15 teachers completed the Danielson Model of Clinical Supervision.

Start Date: 8/26/2014 **End Date:** 6/30/2015

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Cyclical review of Grades 3 - 4

Description:

Cyclical review of grades 3 - 4 programming. Adjustments and modifications will be determined and made as per data collection.

Start Date: 8/25/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- ESTABLISH A PROTOCOL

Intervention Training Program 2015 - 2016

Description:

During the 2015 - 2016 school year the interventions and training will continue for 3rd and 4th grades and be implemented for 5th - 6th grades through McGraw-Hill, Scholastic, and LIU18. District level professional development will occur during Act 80 days. The implementation of the interventions will occur simultaneously with the training of the teachers. System 44, Read 180, Accelerated Math, and teacher-designed interventions will be used to improve students' instructional levels based on their SRI Lexiles, Star Math Library Recommendations, and Study Island scores.

The school administration and Data Team will use the data warehouse to evaluate the grade level interventions for effectiveness.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Student Services

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Identification of Staff 2015 - 2016

Description:

Teachers will be identified in Grades 3 - 8 to participate in the Danielson Model of Clinical Supervision. All other faculty members will be identified to participate in the Hazleton Area School District Differentiated Supervision Plan.

Start Date: 8/26/2015 **End Date:** 10/15/2015

Program Area(s): Professional Education

Supported Strategies:

- ESTABLISH A PROTOCOL

Danielson Model Implementation 2015 - 2016

Description:

Implementation of the Clinical Model including the pre-observation and post-observation from the clinical model.

The administration used differentiated supervision for all faculty members during the 2014 - 2015 school year. 15 teachers completed the Danielson Model of Clinical Supervision.

Start Date: 8/25/2015 **End Date:** 10/14/2016

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Cyclical review of Grades 5 - 6

Description:

Cyclical review of Grades 5 - 6 programming. Adjustments and modifications will be determined and made as per data collection.

Start Date: 8/25/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- ESTABLISH A PROTOCOL

Intervention Training Program 2016 - 2017

Description:

During the 2016 - 2017 school year the interventions and training will continue for 3rd to 6th grades and be implemented for 7th - 8th grades through McGraw-Hill, Scholastic, and LIU18. District level professional development will occur during Act 80 days. The implementation of the interventions will occur simultaneously with the training of the teachers. System 44, Read 180, Accelerated Math, and teacher-designed interventions will be used to improve students' instructional levels based on their SRI Lexiles, Star Math Library Recommendations, and Study Island scores.

Scholastic's Read 180/System 44, Accelerated Math, and Study Island programs were replaced with iReady, therefore training was provided in the new program.

The school administration and Data Team will use the data warehouse to evaluate the grade level interventions for effectiveness.

Start Date: 8/31/2016 **End Date:** 6/29/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Identification of Staff 2016 - 2017

Description:

Teachers will be identified in Grades 3 -8 to participate in the Danielson Model of Clinical Supervision. All other faculty members will be identified to participate in the Hazleton Area School District Differentiated Supervision Plan.

Start Date: 8/26/2016 **End Date:** 10/15/2016

Program Area(s): Professional Education

Supported Strategies:

- ESTABLISH A PROTOCOL

Danielson Model Implementation 2016 - 2017

Description:

Implementation of the Clinical Model including the pre-observation and post-observation from the clinical model.

The administration used differentiated supervision for all faculty members during the 2015 - 2016 school year 15 teachers completed the Danielson Model of Clinical Supervision.

Start Date: 8/29/2016 **End Date:** 10/13/2017

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Reading and Math Pull-out Remediation

Description:

In December of 2015, two math teachers and two reading specialists were hired to identify students that are at risk of failing to meet the state standards. They will create a schedule of times for providing remediation to small groups of students outside of the regular classroom.

The pull-out remediation program will continue through the 2016-2017 school year.

The pull-out remediation program will continue through the 2017-2018 school year.

Start Date: 12/1/2015 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Reading and Math Pull-out Intervention

Flex Period for 7th and 8th Grade

Description:

A structured Flex Period was piloted in the 2015-2016 school year and will be incorporated into the 7th and 8th grade schedule for the 2016-2017 school year. The math and ELA teachers will create a 2 week rotating schedule of intervention lessons based on PA Eligible Content for the classroom teachers to follow.

Flex period will continue to be implemented for the 2017-2018 school year.

Start Date: 8/29/2016 **End Date:** 6/16/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL
- INTERVENTION TRAINING PROGRAM

Limited Class Size

Description:

During the 2016-2017 academic year, class sizes will be limited to no more than twenty-four students grouped homogenously per certified teacher in grades 3 through 6 and no more than twenty-six in grades 7 and 8.

During the 2017-2018 academic year, class sizes will be limited to no more than twenty-four students grouped homogenously per certified teacher in grades 3 through 6 and no more than twenty-six in grades 7 and 8. The 7th grade, 1/2 day math teacher will be retained as a full time teacher.

Start Date: 8/1/2016 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- ESTABLISH A PROTOCOL

Adjust and Modify Plan

Description:

Adjust and modify plan.

April of 2015 the plan was adjusted and modified based on student data and administrative initiatives.

At the end of the 2015- 2016 school year, the plan will be adjusted and modified based on student data and administrative initiatives.

April of 2016 the plan was adjusted and modified based on student data and administrative initiatives.

At the end of the 2016- 2017 school year, the plan will be adjusted and modified based on student data and administrative initiatives.

April of 2017 the plan was adjusted and modified based on student data and administrative initiatives.

At the end of the 2017- 2018 school year, the plan will be adjusted and modified based on student data and administrative initiatives.

Start Date: 5/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- SCHOOL WIDE DATA TEAM
- ESTABLISH A PROTOCOL

Danielson Model Implementation 2017-2018

Description:

Implementation of the Clinical Model including the pre-observation and post-observation from the clinical model.

The administration used differentiated supervision for all faculty members during the 2014 - 2015 school year. 15 teachers completed the Danielson Model of Clinical Supervision.

Start Date: 8/29/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Identification of Staff 2017-2018

Description:

Teachers will be identified in Grades 3 -8 to participate in the Danielson Model of Clinical Supervision. All other faculty members will be identified to participate in the Hazleton Area School District Differentiated Supervision Plan.

Start Date: 8/26/2017 **End Date:** 10/15/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Hazleton El/MS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Hazleton EI/MS in the Hazleton Area SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Hazleton EI/MS in the Hazleton Area SD for the 2014-2017 school-year.

Affirmed by Craig Butler on 5/3/2016

Superintendent/Chief Executive Officer

Affirmed by Clarence John on 5/6/2016

Board President

Affirmed by Anthony Grieco on 6/20/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

During the 2016- 2017 school year, the 4 reading and math pull-out teachers were retained to provide remediation to students with the potential to achieve proficiency on the PSSA. Limited class sizes were maintained throughout the school year in grades 3 through 8 to provide a more conducive learning environment for students of low socio-economic status. Three intervention aides were retained and scheduled in 3rd through 6th grade ELA and Math classrooms during the intervention periods. Professional development was provided to the faculty for the implementation of the iReady adaptive diagnostic and instructional computer based program. 3rd grade reading and math teachers were provided professional development on the hybrid model of instruction. Building administrators utilized classroom walk throughs and teachers observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan. The data team maintained and updated the data warehouse. The grade level teams contributed data to the warehouse throughout the year. This data was used to make decisions about intervention instruction, as well as, student placement for the 2017-2018 school year.

Describe the continuing areas of concern from the past year.

The team acknowledges there are areas of concern. Retaining and recruiting new intervention aides has proven difficult due to the qualifications necessary and the potential for the position to be eliminated. There continues to be a need to provide additional professional development training for both the faculty and intervention aides. Analyzing the efficacy of the action plan proves difficult because the multiple data sources used from the previous 2 years were removed and replaced with one assessment. The school no longer has multiple interim assessments as data sources that are critical in obtaining a complete picture of the students' achievements and growth. The writing initiative was not implemented in the 2016-2017 school year. The data team will need to evaluate the data warehouse for possible revisions. Accessibility of the Math and Science curriculum, especially for new teachers, is a concern due to the fact that they have not been adopted over the past 3 years.

Describe the initiatives that have been revised.

Data warehouse was modified to include iReady Math and Reading scaled scores, and iReady Lexile scores. Due to a district level decision to discontinue the programs, the STAR Math, Study Island Reading and Math, and SRI Lexile Scores were removed. In order to maintain the logistics of our limited class size initiative, the half time 7th grade math teacher will be increased to full time. The number of intervention paraprofessionals has been reduced to three from six in order to reallocate funds towards limiting class size. Student agendas will be purchased and implemented in grades 3 through 8 to bridge the home-school partnership.

2015-2016 Improvement Evaluation

Describe the success from the past year.

During the 2015- 2016 school year, four intervention aides were hired and scheduled in 3rd through 6th grade ELA and Math classrooms. Professional development was provided to the faculty and intervention aides on research based differentiated instruction best practices. The building principal, vice principal, data team, focus school team, and the grade level team leaders collaborated to continue the use of HASD's PA Core aligned Curriculum to design standards-aligned lessons. HASD provided a list of the curricular scope and sequence for each grade level in reading and math, as well as a unit plan template. Grade level teams collaborated effectively to ensure that all students were presented the material as it was intended through the scope and sequence. Building administrators utilized classroom walkthroughs and teachers observations as per the Danielson Framework and the Hazleton Area School District's **differentiated** supervision plan. The data team created a data warehouse and the grade level teams updated it throughout the year. This data was used to make decisions about intervention instruction, as well as, student placement for the 2016-2017 school year.

Describe the continuing areas of concern from the past year.

Based on the 2015-2016 school year the team acknowledges the need to provide additional professional development training for both the faculty and intervention aides to strengthen classroom interventions.

The team recognizes the need to improve the scheduling of intervention services in order to maximize the benefits for as many students as possible.

During the 2015-2016 school year, the school wide writing initiative, that was piloted in 2014-2015, occurred on a teacher by teacher basis. For the 2016-2017 school year this should return to a school wide model, with continued professional development time dedicated to collaboration.

During the 2015-2016 school year, class sizes in most grade levels reached or exceeded 30 students per class. This contributed to many disciplinary issues and significant loss of instructional time. The large class sizes did not allow for appropriately sized small groups during classroom interventions.

The data team will need to evaluate the data warehouse for possible revisions.

Retaining current intervention aides and replacing vacant intervention aide positions. Intervention aides' schedules needed to be revised in order to maximize their effectiveness.

Describe the initiatives that have been revised.

During the 2015-2016 school year, the addition of a math and reading pull-out intervention program was implemented by the hiring of 4 additional teachers. The data warehouse was revised to add the previous year's PSSA scores. 7th and 8th grade data was added to the warehouse.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

During the 2014- 2015 school year, six intervention aides were hired and scheduled in 3rd and 4th grade ELA and Math classrooms during the intervention periods. Professional development was provided to the faculty and intervention aides on research based differentiated instruction best practices. The building principal, vice principal, data team, focus school team, and the grade level team leaders collaborated to create a system through which HASD's PA Core aligned Curriculum was presented, implemented and used to design standards-aligned lessons. Subject Area Teams met to analyze the new curriculum during Staff Development Meetings. HASD provided a list of the curricular scope and sequence for each grade level in reading and math, as well as a unit plan template. Grade Level Teams collaborated effectively to ensure that all students were presented the material as it was intended through scope and sequence. Building administrators utilized Classroom Walkthroughs and teachers observations as per the Danielson Framework and the Hazleton Area School District's differentiated supervision plan. The data team created a data warehouse and the grade level teams updated it throughout the year. This data was used to make decisions about intervention instruction, as well as, student placement for the 2015-2016 school year.

Describe the continuing areas of concern from the first year plan.

Based on the 2014-2015 school year the team acknowledges the need to provide additional professional development training for both the faculty and intervention aides. Due to new ELA and Math curriculums this year, as well as, the purchase of new series in both areas, additional time needs to be spent to continue analyzing and aligning all of our resources with the PA Core.

The data team will need to evaluate the data warehouse for possible revisions.

Intervention aides' schedules needed to be revised in order to maximize their effectiveness.

Describe the initiatives that have been revised.

In the 2015-2016 school year, 5th and 6th grade ELA and math intervention periods will be added to the intervention aides' schedules. The data warehouse will be expanded to include the completion and archiving of the 2014-2015 data. A school-based writing initiative will be implemented based on PA core standards, and a double block math period will be created for 8th grade.