

HAZLETON EL/MS

700 North Wyoming St

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The vision of Hazleton Elementary/Middle school is to create an engaging, safe, inclusive learning environment that meets the academic, social, emotional, and developmental needs of all students to create lifelong learners who are prepared for the rapidly changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Debbie Faith Kupsho	Principal	HEMS
Dr. Matthew Scarcella	Assistant Principal	HEMS
Amy Tarone	Learning Support Teacher	HEMS
Carinne Karlick	ELL Teacher	HEMS
David Shafer	Teacher- Middle Level Math	HEMS
Ryan Wilner	Teacher-Middle Level Science	HEMS
Greg Cechak	Teacher- Elem. Reading	HEMS
Tina Mushinski	Local Business Owner	Third Base Luncheonette
Jose Melo	Parent	HEMS
Dr. Patrick Patte	Director of Curriculum	HASD
Robert Fiume	Board President	HASD - BOE
Heather Balliet	Teacher	HEMS
Robert Barletta	District Level Leaders	LIU 18 Assessment Data Consultant

Name	Position	Building/Group
Michele Planutis	Other	HEMS
Dr. Michelle Zukoski	District Level Leaders	HASD Supervisor of Federal Programs
Dr. Brian Uplinger	Chief School Administrator	HASD Superintendent
Jessica Evancho	Parent	HEMS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The habit of attendance assists students learn future skills, persistence and perseverance needed to arrive every day for school and eventually the work place.	English Language Growth and Attainment
	English Language Growth and Attainment
	English Language Growth and Attainment
The staff of Hazleton Elementary/Middle School will provide the parents and families of our school community with engagement programs that provide them with training and skills that they can use with their children to improve language acquisition and attainment.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy

Implementation of Imagine Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Imagine Learning Weekly Goal Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.	2022-09-06 - 2023-06-09	Grades 3-6 Reading/ELA Teachers	Title I Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits (\$588,262.50) Supplemental and instructional materials/supplies (\$31,352.56), Imagine Learning (\$15,231.10), Renaissance Star reading/Math (\$6,210.00), Parent Engagement Activities (\$6,907.84), Student Planners (\$2,268.00) Student Folders (\$648), Learning A-Z (\$1,195).
--	-------------------------	---------------------------------	---

Anticipated Outcome

The Imagine Learning program will be utilized for 60 minutes per week focusing on the target goal of increasing growth and attainment by 5% while comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.

Monitoring/Evaluation

A monitoring committee compromised Reading/ELA teachers from grade three through six. The committee will also incorporate building

administration. Imagine Learning Math and Reading benchmarks will be administered three (3) times during the academic school year.

Evidence-based Strategy

Intervention Math and Reading Specialists Additional Support/Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language G & A Hispanic Subgroup	All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning, Study Island, or Classroom Diagnostic Test.
English Language G & A ED Subgroup	All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning or Star Reading Assessments,
English Language G & A ED Subgroup	All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test or Study Island.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Direct/small group instruction will be provided by Intervention specialists to academically regressive	2022-09-06 - 2023-06-09	Reading and Math Intervention Specialists,	Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits (\$588,262.50) Supplemental and instructional materials/supplies (\$31,352.56), Imagine Learning (\$15,231.10), Star Reading/Math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students to target and address areas of weaknesses and concerns.		and ESL educators	(\$6210.00), Parent Engagement Activities (\$6,907.84) ie. Book and Bagel, Magic of Reading, etc., Student Planners (\$2,268.00) Student Folders (\$648), Learning A-Z (\$1,195).

Anticipated Outcome
The reading and math interventionists will utilize Renaissance Learning's STAR Math and STAR Reading computer adaptive tests with the target goal for increasing growth and attainment 5% when comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.

Monitoring/Evaluation
A monitoring committee compromised of math and reading interventionist teachers in conjunction with Reading/ELA teachers from grades three through six. The monitoring committee will also be comprised HEMS building administration and HASD Supervisor of Federal Programs. STAR Math and STAR Reading benchmarks will be administered three (3) times during the academic school year to monitored student growth and student attainment. This plan and its implementation will be regularly monitored throughout the school year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning, Study Island, or Classroom Diagnostic Test. (English Language G & A Hispanic Subgroup)	Intervention Math and Reading Specialists Additional Support/Instruction	Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	09/06/2022 - 06/09/2023
All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning or Star Reading Assessments, (English Language G & A ED Subgroup)			
All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test or Study Island. (English Language G & A ED Subgroup)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2022-06-23

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Brian T. Uplinger

2022-09-20

School Improvement Facilitator Signature

Building Principal Signature

Debbie Faith Kupsho

2022-09-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 100% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 86.2.

All student group exceeded the performance standard.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Challenges

Continue with the notion that the Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands.

Implement evidence-based strategies to engage families to support learning.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Identify professional learning needs through analysis of a variety of data.

Strengths

Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA and Math)

Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA and Math)

Significant evidence that the school met or exceeded the standard for PA Academic Growth (Hispanic ELA and Math)

All Student Group Exceeds the Standard Demonstrating Growth (Meeting Annual Academic Growth Expectations ELA/Literature)

English Learner group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)

Meeting Annual Academic Growth Expectations (PVAAS) Economically disadvantaged and English Learner for ELA English Learner for Math

Trends in growth and achievement for the 3 year average: Grades 5, 6, and 7 demonstrates evidence that the school met the growth standard.

Trends in growth and achievement for the 3 year average: Grade

Challenges

Evidence that the English Learner group is slightly below expectations for Mathematics; academic growth 74.0% for the ED group in comparison to the statewide average of 74.3.

Percent Regular Attendance

Significantly below state-wide average for advanced and proficient on state-wide assessments in ELA, Math, and Science.

Trends in growth and achievement for the 3 year average: Grade 4 exhibited moderate evidence that the school did not meet the growth standard.

Trends in growth and achievement for the 3 year average: Grade 8 presented cogent evidence that the school did not meet the growth standard.

Trends in growth and achievement for the 3 year average: Grades 4, 6, and 8 presents cogent evidence that the school did not meet the growth standard.

Trends in growth and achievement for the 3 year average: Grades 4 and 8 presented meaningful evidence that the school did not meet the growth standard.

Strengths

5 demonstrated significant evidence that the school exceeded the growth standard

Trends in growth and achievement for the 3 year average: Grade 7 featured evidence that the grade met the growth standard.

All student group exceeded the performance standard. The Career Standard Indicator identified 100% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 86.2.

Most Notable Observations/Patterns

Implement evidence-based strategies to engage families to support learning.

Challenges	Discussion Point	Priority for Planning
Percent Regular Attendance	Incentive/Recognition	
Trends in growth and achievement for the 3 year average: Grades 4, 6, and 8 presents cogent evidence that the school did not meet the growth standard.	Why the discrepancy between 5th grade (positive growth) vs. grades 4, 6, and 8?	
Implement evidence-based strategies to engage families to support learning.	PAC monthly meetings, Orientation, Meet the Teacher, Open House, STEM Night	
Trends in growth and achievement for the 3 year average: Grade 8 presented cogent evidence that the school did not meet the growth standard.	Revisit curriculum	
Trends in growth and achievement for the 3 year average: Grades 4 and 8 presented meaningful evidence that the school did not meet the growth standard.	Revisit curriculum	

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of Imagine Learning

Action Steps	Anticipated Start/Completion Date
Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.	09/06/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
A monitoring committee compromised Reading/ELA teachers from grade three through six. The committee will also incorporate building administration. Imagine Learning Math and Reading benchmarks will be administered three (3) times during the academic school year.	The Imagine Learning program will be utilized for 60 minutes per week focusing on the target goal of increasing growth and attainment by 5% while comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.

Material/Resources/Supports Needed	PD Step
Title I Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits (\$588,262.50) Supplemental and instructional materials/supplies (\$31,352.56), Imagine Learning (\$15,231.10), Renaissance Star reading/Math (\$6,210.00), Parent Engagement Activities (\$6,907.84), Student Planners (\$2,268.00) Student Folders (\$648), Learning A-Z (\$1,195).	no

Action Plan: Intervention Math and Reading Specialists Additional Support/Instruction

Action Steps	Anticipated Start/Completion Date
Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	09/06/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
A monitoring committee compromised of math and reading interventionist teachers in conjunction with Reading/ELA teachers from grades three through six. The monitoring committee will also be comprised HEMS building administration and HASD Supervisor of Federal Programs. STAR Math and STAR Reading benchmarks will be administered three (3) times during the academic school year to monitored student growth and student attainment. This plan and its implementation will be regularly monitored throughout the school year.	The reading and math interventionists will utilize Renaissance Learning's STAR Math and STAR Reading computer adaptive tests with the target goal for increasing growth and attainment 5% when comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.

Material/Resources/Supports Needed	PD Step
<p>Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits (\$588,262.50) Supplemental and instructional materials/supplies (\$31,352.56), Imagine Learning (\$15,231.10), Star Reading/Math (\$6210.00), Parent Engagement Activities (\$6,907.84) ie. Book and Bagel, Magic of Reading, etc., Student Planners (\$2,268.00) Student Folders (\$648), Learning A-Z (\$1,195).</p>	yes
<p>-----</p>	
<p>-----</p>	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning, Study Island, or Classroom Diagnostic Test. (English Language G & A Hispanic Subgroup)	Intervention Math and Reading Specialists	Direct/small group instruction will be provided by	09/06/2022 -
All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning or Star Reading Assessments, (English Language G & A ED Subgroup)	Additional Support/Instruction	Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	06/09/2023
All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test or Study Island. (English Language G & A ED Subgroup)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Intervention Strategies for Regressive Students	Academically regressive students, math and reading intervention specialist, para professionals, and HEMS faculty and staff.	Identifying academic areas of weakness and interpreting Imagine Learning, Study Island, or CDT data,
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Imagine Learning, Star Reading/Math, Study Island, or CDT benchmark scores.	09/06/2022 - 06/06/2023	Math and Reading Interventionists
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

- - - - -

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Faculty and Staff Development Meetings will be implemented as connection pieces to actively engage all faculty and staff in building a collaborative school culture and enhance teaching and learning.	To inform all faculty and staff members about recent student performance, ongoing projects, upcoming projects, next quarter's goals, peer relationships, classroom behavior, motivation and work habits, as well as students' strengths and challenges.	In-person faculty meetings led by school administrators will be held to build a collaborative culture and promote teaching and learning. In person elementary and middle school staff development grade level meetings will take place to address challenges and exchange ideas.	HEMS Teachers and Paraprofessional Staff will be the stakeholders in this meeting and have the opportunity to freely exchange ideas and notions via an in-person meeting.	September/October will be the anticipated timeline.
The HEMS Comprehensive Plan will be uploaded and showcased on the HEMS website with links on each Administrator's webpage to assist community members in finding the plan.	To inform parents, students, and community members of the established goals, engage all stakeholders, and support the educational goals and priorities of the	Administrators will upload to the HEMS Comprehensive Plan to HEMS website and Administrators pages.	The audience is comprised of HEMS students, parents, community members, HEMS Faculty and Staff, and other educational	November/December is the anticipated timeline.

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
	comprehensive plan.		stakeholders.	
A Parental Action Committee (PAC) will be formed and meetings will be held monthly with parents of children attending Hazleton Elementary/Middle School (HEMS) and community stakeholders to promote education and welfare of children and youth in the home, to develop an environment where school stakeholders and the community will work together to ensure that HEMS students enjoy elite physical, social and academic educational opportunities, and provide support to HEMS to building a school community amongst its stakeholders and students.	To inform school stakeholders about the establishment of a PAC committee and its purpose within the school community, parental involvement, fundraising endeavors, upcoming meeting schedules, and requirements for membership in the PAC committee.	Emails, Sky alerts, and formal letters will be sent to parents of HEMS students informing them of the PAC committee. Administrators will also post PAC information to the school website as well as their own school website.	The audience is comprised of HEMS students, parents, community members, HEMS Faculty and Staff, and other educational stakeholders.	September/October is the anticipated timeline for the PAC committee.
