

Hazleton EI/MS

TSI Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Hazleton Elementary Middle School		118403302
Address 1		
700 N . Wyoming St.		
Address 2		
City	State	Zip Code
Hazleton	PA	18201
Chief School Administrator		Chief School Administrator Email
Dr. Brian Uplinger		uplingerb@hasdk12.org
Principal Name		
Debbie Faith Kupsho		
Principal Email		
kupshod@hasdk12.org		
Principal Phone Number		Principal Extension
570-459-3221		22505
School Improvement Facilitator Name		School Improvement Facilitator Email
Debbie Faith Kupsho		kupshod@hasdk12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Debbie Faith Kupsho	Principal	HEMS	kupshod@hasdk12.org
Dr. Matthew Scarcella	Assistant Principal	HEMS	scarcellam@hasdk12.org
Amy Tarone	Learning Support Teacher	HEMS	taronea@hasdk12.org
Carinne Karlick	ELL Teacher	HEMS	karlickc@hasdk12.org
David Shafer	Teacher- Middle Level Math	HEMS	shaferd@hasdk12.org
Ryan Wilner	Teacher-Middle Level Science	HEMS	wilnerr02@hasdk12.org
Greg Cechak	Teacher- Elem. Reading	HEMS	cechakg@hasdk12.org
Tina Mushinski	Local Business Owner	Third Base Luncheonette	thirdbaselunch@gmail.com
Maria Bautista Marte	Parent	HEMS	
Dr. Patrick Patte	Director of Curriculum	HASD	pattep@hasdk12.org
Ellen McBride	Board President	HASD - BOE	mcbridee@hask12.org
Heather Balliet	Education Specialist	HEMS Interventionist	ballieth@hasdk12.org
Robert Barletta	District Level Leaders	LIU 18 Assessment Data Consultant	barlettaro@hasdk12.org
Michele Planutis	Other	HEMS	planutism@hasdk12.org
Dr. Michelle Zukoski	District Level Leaders	HASD Supervisor of Federal Programs	zukoskim@hasdk12.org
Dr. Brian Uplinger	Chief School Administrator	HASD Superintendent	uplingerb@hasdk12.org
Jessica Evancho	Parent	HEMS	
Rochelle Pacelli	Paraprofessional	HEMS	pacellir@hasdk12.org
J.T. Glenn	Teacher	HEMS	glennj@hasdk12.org
Tina Mooney	Teacher	HEMS	mooneyt@hasdk12.org
Reina Alberto	Teacher	HEMS	albertor@hasdk12.org
Luis Vasquez	Parent	Parent	
Maria Corrado	Education Specialist	HEMS Interventionist	corradow02@hasdk12.org

Vision for Learning

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.

Future Ready PA Index

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

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

Review of the School Level Performance

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

Strengths

<p>Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations English Language Art/Literature (PVAAS)</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Significant evidence offers that the school exceeded the standard for PA Academic Growth. The statewide average for growth 76.0 compared to our school academic growth for the all student group was 81.0%. The statewide growth standard is set at 70.0</p>
<p>Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations English Language Art/Literature (PVAAS)</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Significant evidence that Grade 5 and 6 exceeded the standard for PA Academic Growth.</p>
<p>Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations Mathematics/Algebra (PVAAS)</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native,</p>	<p>Comments/Notable Observations Significant evidence that Grade 5, 6, and 7 exceeded the standard for PA Academic Growth.</p>

<p>Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	
<p>Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations Mathematics/Algebra (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Significant evidence demonstrates that the school exceeded the standard for PA Academic Growth. The statewide average growth score is 76.2 compared to academic growth of the all student group 95.7 The statewide average growth score is 76.2 and the state set standard of 70.0</p>
<p>Indicator PVAAS Meeting Annual Academic Growth Expectations Science/Biology (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Significant evidence presents that the Science/Biology-All student group exceeded the standard for PA Academic Growth. All student group meets the standard demonstrating growth 72.5% when compared to the statewide growth standard of 70.1%</p>

Challenges

<p>Indicator Future Ready Index Proficient or Advanced on Pennsylvania Statewide Assessments. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Below statewide average of 54.1% (ELA), 35.7% (Math), and 54.4% (Science/Biology) of all student group scoring advanced or proficient of the statewide assessments. All student group 28.2%, 3.9%, and 27.8% respectively. (displayed growth from previous years)</p>
<p>Indicator Future Ready Index Regular Attendance (On Track Measures) ESSA Student Subgroups African-American/Black, American Indian or Alaskan</p>	<p>Comments/Notable Observations All student group did not meet performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%</p>

<p>Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	
<p>Indicator Future Ready Index (On Track Measures) English Language Growth and Attainment ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Below statewide average 22.2% for English Language Growth and Attainment. All student group performance of 14.7%. Economically Disadvantaged 14.3% English Learner 14.7%</p>
<p>Indicator Future Ready Index (On Track Measures) Mathematics ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations All student group did not meet interim goal/improvement target. It should be noted the English Learner student group did not meet the interim goal/improvement target and maintained the same performance from the previous year, while the other student group breakdowns increased in performance from the previous year.</p>
<p>Indicator Future Ready Index (On Track Measures) Science ESSA Student Subgroups</p>	<p>Comments/Notable Observations All student group did not meet interim/goal improvement target. Comparison of statewide average of 54.4% compared to all student group performance of 27.8%. Although target goal not met, an increase in performance occurred in the Hispanic and ED student group breakdown. It should be noted the English Learner student group breakdown decreased in performance from the previous year.</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 Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).
PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations Science/Biology)

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.

Future Ready Index Regular Attendance (On Track Measures)
PA Future Ready Index (On Track Measures) English Language Growth and Attainment) All student group did not meet interim goal/improvement target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS PSSA English Language Arts Grades 4-8 Growth and Achievement	Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 3, 7 and 8 met growth and achievement, grades 5 and 6 well above standard.
STAR Reading	Growth patterns exhibited in grades 3, 4, 5, and 6. Average Star Unified Scale Score: Third Grade +44.4 Fourth +18.8 Fifth Grade 19.75 Sixth Grade 32.5
Imagine Learning Reading and Literacy	Growth patterns exhibited in grades 3, 4, 5, and 6 Grade levels trends from beginning of year benchmark to end of year benchmark displayed growth in moving students to above average and on level and decreasing students who exhibited one or two plus years below grade level. (Data Imagine Learning graphs)
Study Island and/or CDT (Grades 7 and 8)	Growth patterns exhibited in grades 7 and 8 from beginning of year benchmark to end of year benchmark.

English Language Arts Summary

Strengths

Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 3, 7 and 8 met growth and achievement, grades 5 and 6 well above standard.

Challenges

On-Track Measures English Language Growth and Attainment all student group did not meet interim goal/improvement target. Percent English language growth and attainment 14.7% compared to statewide average of 22.2%. Statewide 2030 goal of 70.3%

All student group did not meet attendance performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%

Mathematics

Data	Comments/Notable Observations
PVAAS PSSA Math Grades 4-8 Growth and Achievement	Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4 and 8 met standard. Grades 5, 6, and 7 exceeded growth and achievement trend.
Star Math	Growth trends displayed in grades 3, 4, 5, and 6 Average quantile growth Third Grade 61Q, Fourth Grade 86Q, Fifth Grade 18Q, Sixth Grade 37Q
Imagine Learning Math	Growth trends displayed in grades 3, 4, 5, and 6 Average quantile growth Third Grade 61Q, Fourth Grade

	86Q, Fifth Grade 18Q, Sixth Grade 37Q
Study Island and/or CDT (Grades 7 and 8)	Growth trends displayed in grades 7 and 8 compared to beginning of year benchmark to end of year benchmark.

Mathematics Summary

Strengths

Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4 and 8 met standard. Grades 5, 6, and 7 exceeded growth and achievement trend.
Trends in growth and achievement STAR Reading and Math, Imagine Learning Reading and Math and Study Island/CDT benchmark data points.

Challenges

All student group did not meet attendance performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%
English learner student group breakdown met or exceeded statewide goal however it should be noted there was a decrease in performance from previous year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS PSSA Science Grades 4-8	Trends in growth and achievement for the 3 year average: Grades 4 and 8 meets the growth standard.
College and Career Readiness Benchmark	All student group exceeded the performance standard. The Career Standard Indicator identified 99.3% 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 88.3.

Science, Technology, and Engineering Education Summary

Strengths

All student group exceeded the performance standard. The Career Standard Indicator identified 99.3% 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 88.3.

Challenges

Trends in growth and achievement for the 3 year average: Although Grades 4 and 8 meets the standard it should be noted there was a
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decrease in performance from the previous year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index (Career Standards Benchmark)	All student group exceeds performance standard. The Career Standard Indicator identified 99.3% 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 88.3.

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.

PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 99.3% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide
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average of 88.3.

All student group exceeded the performance standard.

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.

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.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index English Language Learners - English Language Growth and Attainment	Evidence that the English learner student group did not meet interim goal/improved target. English learner achieved 14.7% (decrease in performance from the previous year) as compared to the statewide average of 22.2. Statewide 2030 goal of 70.3%
PA Future Ready Index English Language Learners - Mathematics	Evidence that the English Learner group met the annual growth expectations for Mathematics; academic growth 95.7 for the English Learner group in comparison to the statewide average of 75.3. It should be noted although the English learner met or exceeded the standard, a decrease occurred from the previous year.
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the English Learner group did not meet the performance standard for regular attendance. Percent regular attendance for the English learner student group was 30.8% (decrease from previous year).

Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Ready Index Students with Disabilities - English Language Growth and Attainment	Insufficient sample
PA Future Ready Index Students with Disabilities - Mathematics	Insufficient sample
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the students with disabilities student group did not meet the performance standard for regular attendance. Percent regular attendance for the students with disabilities student group was 36.1%. It should also be noted this was a decrease from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index Economically Disadvantaged - English Language Arts/Literature	Evidence that the Economically disadvantaged group met or exceeded the annual growth expectations for ELA/Literature; Economically disadvantaged student group achieved 81.0 (decrease in performance from the previous year) as compared to the statewide average of 75.0. Statewide 2030 goal of 70.0% however it should be noted there was a decrease in performance from the previous year.
PA Future Ready Index Economically Disadvantaged-Mathematics	Evidence that the economically disadvantaged student exceeded the growth standard set at 70.0%., however did not met the proficient or advanced interim goal/improvement target.
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the economically disadvantaged student group did not meet the performance standard for regular attendance. Percent regular attendance for the economically disadvantaged student group was 32.8%. It should also be noted this was a decrease from the previous year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Significant evidence that the Hispanic group met the annual growth expectations for ELA/Literature; academic growth 79.0 for the Hispanic group in comparison to the statewide average of 75.0. Significant evidence that the Hispanic group met the annual growth expectations for Mathematics; academic growth 96.3 for the Hispanic group in comparison to the statewide average of 75.3. Evidence that the Hispanic student group did not meet the performance standard for regular attendance. Percent regular attendance for the Hispanic student group was 36.0%. It should also be noted this was a decrease from the previous year.

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.

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

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.

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.
Evidence that the students with disabilities, economically disadvantaged, English learner and Hispanic student groups did not meet the performance standard for regular attendance. It should also be noted there was a decrease from the previous year.

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	Operational
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Operational

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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Operational

Summary

Strengths

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

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student growth and attainment and adjust programs and instructional practices for enrichment, prevention, intervention, and remediation based on student learning needs.

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

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, strategic planning processes to ensure instruction is coordinated, aligned, and evidence-based.
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Identify and address individual student learning needs
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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 Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).	True
PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)	True
Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 3, 7 and 8 met growth and achievement, grades 5 and 6 well above standard.	False
Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4 and 8 met standard. Grades 5, 6, and 7 exceeded growth and achievement trend.	False
Trends in growth and achievement STAR Reading and Math, Imagine Learning Reading and Math and Study Island/CDT benchmark data points.	False
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations Science/Biology)	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA, Math and Science)	True
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA, Math and Science)	True
All student group exceeded the performance standard. The Career Standard Indicator identified 99.3% 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 88.3.	True
PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 99.3% 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 88.3.	True
All student group exceeded the performance standard.	False

Significant evidence that the school met or exceeded the standard for PA Academic Growth (Hispanic ELA, Math, and Science)	False
	False
	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student growth and attainment and adjust programs and instructional practices for enrichment, prevention, intervention, and remediation based on student learning needs.	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
Future Ready Index Regular Attendance (On Track Measures)	False
PA Future Ready Index (On Track Measures) English Language Growth and Attainment) All student group did not meet interim goal/improvement target	False
On-Track Measures English Language Growth and Attainment all student group did not meet interim goal/improvement target. Percent English language growth and attainment 14.7% compared to statewide average of 22.2%. Statewide 2030 goal of 70.3%	False
English learner student group breakdown met or exceeded statewide goal however it should be noted there was a decrease in performance from previous year.	False
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%	True
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%	False
Implement evidence-based strategies to engage families to support learning.	True
Use systematic, collaborative, strategic planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Identify and address individual student learning needs	True
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	False

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.	
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
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.	False
Evidence that the students with disabilities, economically disadvantaged, English learner and Hispanic student groups did not meet the performance standard for regular attendance. It should also be noted there was a decrease from the previous year.	False
Trends in growth and achievement for the 3 year average: Although Grades 4 and 8 meets the standard it should be noted there was a decrease in performance from the previous year.	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.

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 38.1% compared to the statewide average of 82.2% and the statewide set performance standard at 94.1%	Implement attendance incentive program to encourage and support regular attendance in school.	True
Implement evidence-based strategies to engage families to support learning.	PAC monthly meetings, Orientation, Meet the Teacher, Open House, STEM Night.	True
Identify and address individual student learning needs	Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, etc.) into the reading and math curriculum to address individual student needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA, Math and Science)	Students who have most to gain within the English Language have demonstrated significant growth.
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA, Math and Science)	Growth is an asset given the demographics. Students continue to demonstrate growth, however struggle to meet the achievement standards of proficient and advanced.
All student group exceeded the performance standard. The Career Standard Indicator identified 99.3% 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 88.3.	Career Exploration/Choices 360
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).	Growth is an asset based on our demographics. Students continue to demonstrate growth, however struggle to meet the achievement standards of proficient and advanced. With a significant ELL population, ELA growth is a focus and has been a continued point of success.

PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)	Growth is an asset based on our demographics. Students continue to demonstrate growth, but continue to struggle with achievement.
PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 99.3% 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 88.3.	Career Exploration Days/Choices 360
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Positive school environment has changed the culture of the staff and student body and has lead to positive attitudes and supports success.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	HEMS will implement a regular attendance incentive program to encourage and support students regular attendance at at school.
	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.
	Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, etc.) into the reading and math curriculum to address individual student needs.

Goal Setting

Priority: 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.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Schedule monthly PAC (Parent Action Committee) meetings and parent engagement activities with the assistance of the reading and math interventionists to provide training and skills to improve language acquisition and academic growth and attainment.			
Measurable Goal Nickname (35 Character Max)			
Parent Engagement Activities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Schedule three PAC meetings and three parent engagement activities with the assistance of reading and math interventionists.	Schedule two PAC meetings and two parent engagement activities with the assistance of reading and math interventionists.	Schedule three PAC meetings and three parent engagement activities of reading and math interventionists.	Schedule two PAC meetings and two parent engagement activities with the assistance of reading and math interventionists.

Priority: HEMS will implement a regular attendance incentive program to encourage and support students regular attendance at school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Students with regular attendance will be rewarded with attendance incentive to encourage and support regular attendance. Regular attendance is defined as students who miss less than ten (10) days.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance Incentive			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Promote and advertise for student regular attendance and the direct correlation regular attendance has on student growth and achievement.	Recognize and reward students who missed less than three (3) days of school.	Recognize and reward students who missed less than five (5) days of school.	Recognize and reward students who missed less than ten (10) days of school.

Priority: Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, etc.) into the reading and math curriculum to address individual student needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Mathematics teachers in grades three through eight will incorporate the utilization of Reflex mathematics daily as part of the math curriculum with a target goal of growth and attainment of math facts (addition, subtraction, multiplication, and division).			
Measurable Goal Nickname (35 Character Max)			
Reflex Math / Imagine Learning Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the completion of the first marking period, students will identify mathematical concepts, priorities, and identify areas for improvement for students in mathematics.	By the completion of the second marking period, students will identify mathematical concepts, priorities, and identify areas for improvement for students in mathematics.	By the completion of the third marking period, students will identify mathematical concepts, priorities, and identify areas for improvement for students in mathematics.	By the completion of the fourth marking period, students will identify mathematical concepts, priorities, and identify areas for improvement for students in mathematics.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
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. Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.			
Measurable Goal Nickname (35 Character Max)			
Math Interventionist (STAR)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students in third through sixth grade will complete the Imagine Learning, and/or Star Math, Study Island, or CDT BOY benchmarks in reading to establish a baseline score to	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	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	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

assist in the development of a learning path to address student weaknesses and increase student growth and attainment in math.	attainment 1.25% when comparing the established baseline score on the BOY benchmark to the MOY Imagine Learning, STAR Benchmark score.	attainment 1.25% when comparing the established baseline score on the BOY benchmark to the MOY Imagine Learning, STAR Benchmark score.	attainment 5.0% when comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning, STAR Benchmark score.
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Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
LAS Links LAS Links K-12 Assessments are research-based tests that surveys the Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K-12.			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer the LAS Links assessments to ELD students in grades 3-8 and establish a baseline for listening, reading, speaking, writing, and comprehension skills.	Instill targeted prevention, remediation, and interventions for students based on LAS Links assessment.	Instill targeted prevention, remediation, and interventions for students based on LAS Links assessment.	Administer the LAS Links assessments to ELD students in grades 3-8 for comparison purposes of baseline versus end performance for listening, reading, speaking, writing, and comprehension skills.

Action Plan

Measurable Goals

Parent Engagement Activities	Regular Attendance Incentive
Reflex Math / Imagine Learning Mathematics	Math Interventionist (STAR)
LAS Links	

Action Plan For: Regular Attendance Incentive Program

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Improve regular attendance of all students		2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Kupsho-Principal Dr. Scarcella-Assistant Principal Mrs. Planutis /Guidance Counselor	Financial resources to support attendance incentive program. Parent, family, and student buy in	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve regular attendance of our all student group to meet the state set standard.	Lindsay Wolfe (secretary) Wister Yuhos (attendance officer) Dr. Matthew Scarcella (assistant principal) Weekly monitor of daily attendance via Skyward attendance reports.

Action Plan For: Parent Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> Schedule monthly PAC (Parent Action Committee) meetings and parent engagement activities with the assistance of the reading and math interventionists to provide training and skills to improve language acquisition and academic growth and attainment.

Action Step	Anticipated Start/Completion Date

Monthly Parent Engagement Activities and PAC Meetings		2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Maria Corrado / Math Interventionist Heather Balliet / Reading Interventionist	Title 1 funds	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Parent engagement activities designed to train parents in language acquisition, literacy skills, growth and attainment.	Maria Corrado (math interventionist) Heather Balliet (reading interventionist) Schedule monthly PAC meetings and schedule, plan, and organize monthly parent engagement activities

Action Plan For: Implementation of Reflex Math

Measurable Goals:

Action Step	Anticipated Start/Completion Date	
Implementation of Reflex Mathematics in grades third through eighth	2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Matthew Scarcella-Assistant Principal	Reflex Math Licenses Teacher professional development	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve math facts (addition, subtraction, multiplication, and division) to support growth and attainment in mathematics.	Dr. Matthew Scarcella (Assistant Principal) and math teachers grades 3-8. Weekly monitoring of Reflex Math utilization will be implemented and monitored by the Assistant Principal.

Action Plan For: LAS Links ELD Assessment

Measurable Goals:

- LAS Links LAS Links K–12 Assessments are research-based tests that surveys the Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12.

Action Step		Anticipated Start/Completion Date	
Implementation of LAS Links K–12 Assessments research-based tests to survey the Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12.		2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Wagner / ELD Supervisor	Title 1 Funds	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
English language growth and attainment by achieving growth in Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12.	A monitoring committee comprised of ELD 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. LAS Links assessments will be administered twice (2) during the academic school year to monitor student growth and student attainment. This plan and its implementation will be consistently monitored throughout the school year.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Regular Attendance Incentive Program Parent Family Engagement Implementation of Reflex Math 	Renaissance STAR Reading and Math Licensing and Freckle	25660
Other Expenditures	<ul style="list-style-type: none"> Parent Family Engagement 	Parent & Family Engagement	7143
Instruction	<ul style="list-style-type: none"> Regular Attendance Incentive Program Parent Family Engagement Implementation of Reflex Math LAS Links ELD Assessment 	Salaries and Benefits	642829
Other Expenditures	<ul style="list-style-type: none"> Regular Attendance Incentive Program Parent Family Engagement 	Professional Development	2000

	<ul style="list-style-type: none"> • Implementation of Reflex Math • LAS Links ELD Assessment 		
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • LAS Links ELD Assessment 	Imagine Learning	20000
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • LAS Links ELD Assessment 	Learning A-Z	5322
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • LAS Links ELD Assessment 	NearPod	10000
Other Expenditures	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math 	Planners for Parent Communication	1300

	<ul style="list-style-type: none"> • LAS Links ELD Assessment 		
Other Expenditures	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • LAS Links ELD Assessment 	Folders for Parent Communication	500
Total Expenditures			714754

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
LAS Links ELD Assessment	Implementation of LAS Links K–12 Assessments research-based tests to survey the Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12.

LAS Links Assessments

Action Step		
<ul style="list-style-type: none"> Implementation of LAS Links K–12 Assessments research-based tests to survey the Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12. 		
Audience		
ELD teachers, ELA and Reading teachers grades 3-8		
Topics to be Included		
LAS Links Assessments		
Evidence of Learning		
Growth in Listening, Speaking, Reading, Writing, and Comprehension skills of English and Spanish language learners in Grades K–12.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lindsay Wagner / Supervisor of Federal Programs	2023-09-05	2023-10-20

Learning Format

Type of Activities	Frequency
Action research	LAS Links assessments will be administered twice during the school year to ELL students in grades 3-8 to assist with English language and literacy acquisition and growth and attainment skills.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Comprehensive Plan Board Approval 2023 2024.pdf

Chief School Administrator	Date
Brian T. Uplinger	2023-08-10
Building Principal Signature	Date
Debbie Faith Kupsho	2023-08-08
School Improvement Facilitator Signature	Date