HAZLETON EL/MS
700 North Wyoming St
TSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Hazleton Elementary/Middle School is committed to support and challenge our students to grow academically. Our students will achieve through meaningful learning experiences that will encourage our students to be responsible, contributing members of our local and global community.
## STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Building/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbie Faith Kupsho</td>
<td>Principal</td>
<td>HEMS</td>
</tr>
<tr>
<td>Dr. Matthew Scarcella</td>
<td>Assistant Principal</td>
<td>HEMS</td>
</tr>
<tr>
<td>Amy Tarone</td>
<td>Learning Support Teacher</td>
<td>HEMS</td>
</tr>
<tr>
<td>Carinne Karlick</td>
<td>ELL Teacher</td>
<td>HEMS</td>
</tr>
<tr>
<td>David Shafer</td>
<td>Teacher- Middle Level Math</td>
<td>HEMS</td>
</tr>
<tr>
<td>Ryan Wilner</td>
<td>Teacher-Middle Level Science</td>
<td>HEMS</td>
</tr>
<tr>
<td>Maria Corrado</td>
<td>Teacher- Elem. Reading</td>
<td>HEMS</td>
</tr>
<tr>
<td>Tina Mushinski</td>
<td>Local Business Owner</td>
<td>Third Base Luncheonette</td>
</tr>
<tr>
<td>Jose Melo</td>
<td>Parent</td>
<td>HEMS</td>
</tr>
<tr>
<td>Dr. Patrick Patte</td>
<td>Director of Curriculum</td>
<td>HASD Director of Curriculum</td>
</tr>
<tr>
<td>Linda DeCosmo</td>
<td>Board President</td>
<td>HASD - BOE</td>
</tr>
<tr>
<td>Heather Balliet</td>
<td>Teacher</td>
<td>HEMS</td>
</tr>
<tr>
<td>Shelly Tobias</td>
<td>Parent</td>
<td>HEMS</td>
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</tr>
<tr>
<td>Robert Barletta</td>
<td>District Level Leaders</td>
<td>LIU 18 Assessment Data Consultant</td>
</tr>
<tr>
<td>Michele Planutis</td>
<td>Other</td>
<td>HEMS Guidance Counselor</td>
</tr>
<tr>
<td>Dr. Michelle Zukoski</td>
<td>District Level Leaders</td>
<td>HASD Supervisor of Federal Programs</td>
</tr>
<tr>
<td>Dr. Brian Uplinger</td>
<td>Chief School Administrator</td>
<td>HASD Superintendent</td>
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### ESTABLISHED PRIORITIES

<table>
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<tr>
<th>Priority Statement</th>
<th>Outcome Category</th>
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<tr>
<td>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. The staff of Hazleton Elementary/Middle School will provide the parents and families of our school community with resources that they can use with their children to improve language acquisition and attainment. The instructional staff at Hazleton Elementary/Middle school will monitor the progress of this subgroup of students by using multiple academic assessment tools such as Imagine Learning Benchmark Testing, WIDA, and CDT as well as any other applicable tools that may become available.</td>
<td>English Language Growth and Attainment</td>
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## Evidence-based Strategy
Implementation of Imagine Learning

### Measurable Goals

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<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
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<tbody>
<tr>
<td>English Language G &amp; A Hispanic Subgroup</td>
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### Action Plan and Steps

<table>
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<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
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</table>
## Action Step

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.

### 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 comprised Reading/ELA teachers from grade three through six. The committee will also incorporate building administration.

### Evidence-based Strategy

Administration of Classroom Diagnostic Testing

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### Materials/Resources/Supports Needed

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<td>2022-01-01 - 2022-05-27</td>
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<td>Federal funds will be utilized to support the school on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs</td>
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**Anticipated Outcome**

The anticipated output based on the action step is to increase growth and attainment by all students by a minimum of 5% when compared to the baseline BOY benchmark score to EOY Classroom Diagnostic content/subject area specific benchmarks.

**Monitoring/Evaluation**

A monitoring committee compromised content-specific teachers from grades seven through eight. The committee will also incorporate
Evidence-based Strategy

Intervention Math and Reading Specialists Additional Support/Instruction

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### Anticipated Outcome

Small group, direct instruction will target and address student academic weaknesses in math and reading skills with the anticipated outcome of growth and attainment of skills identified as weaknesses and/or concerns. Imagine Learning data and classroom specific formative assessments utilized by the reading and math interventionists will be analyzed to determine effectiveness.

### Monitoring/Evaluation

A monitoring committee comprised Reading/ELA teachers, Math, ESL instructors, and Reading and Math Interventionists from grades three through six. The committee will also incorporate building administration.
# PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
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<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
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</table>
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

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief School Administrator</td>
<td>Brian Uplinger</td>
<td>2022-02-08</td>
</tr>
<tr>
<td>School Improvement Facilitator Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Principal Signature</td>
<td>Debbie Faith Kupsho</td>
<td>2022-02-08</td>
</tr>
</tbody>
</table>
## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

<table>
<thead>
<tr>
<th>ELA Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Academic Growth</td>
</tr>
<tr>
<td>Significant evidence that the school exceeded the standard for PA Academic Growth (English Language Learners ELA and Math)</td>
</tr>
<tr>
<td>Significant evidence that the school exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA and Math)</td>
</tr>
</tbody>
</table>

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.*

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

### Challenges

<table>
<thead>
<tr>
<th>English Language Growth and Attainment-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Growth and Attainment - ED Subgroup</td>
</tr>
</tbody>
</table>

The Hispanic subgroup did not meet the statewide interim goal and decreased from the previous year in part to deficiencies in their first language.

The ED subgroup did not meet the statewide interim goal in English Language Attainment and decreased from the previous year due to possible factors: the lack of home resources and lack of parent/guardian education.

The Economically Disadvantaged subgroup did not meet the interim goal and decreased in performance from the previous year. (Math)

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
### Strengths

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

- **Career Standards Benchmark - PA Future Ready**
- **Our all student groups performance**
- **ELA Academic Growth Score**
- **ELA Precent Proficient/Advanced**
- **Lowest performing 33% - ELA**
- **Grade 5 ELA**
- **Mathematics/Algebra 1 Growth Score**
- **Math Academic Growth**
- **Grade 5 Math Growth**
- **College and Career Readiness**

### Challenges

- Instruction is coordinated, aligned, and evidence-based.
- Identify professional learning needs through analysis of a variety of data.
- **Career Readiness**
- **English Language Growth and Attainment-Hispanic**
- **English Language Growth and Attainment - ED Subgroup**
- **Economically Disadvantaged - Math**
- **Science Growth Scores**
Most Notable Observations/Patterns
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Discussion Point</th>
<th>Priority for Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Growth and Attainment-Hispanic</td>
<td>-Lack of native language skills -Lack of fundamental skills -Transient -Parents lack fundamental English language skills to support the needs of their child.</td>
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<tr>
<td>English Language Growth and Attainment - ED Subgroup</td>
<td>-Lack of resources -Parents lack fundamental skills to support the needs of their child.</td>
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<td>Economically Disadvantaged - Math</td>
<td>-Parent ability level -Family priorities are not educational but rather survival -Lack of resources -Parents lack fundamental skills to support the needs of their child.</td>
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<td>The Economically Disadvantaged subgroup did not meet the interim goal and decreased in performance from the previous year. (Math)</td>
<td>-Lack of native language skills -Parent ability/education level -Family priorities are not educational but rather survival -Lack of resources -Parents lack fundamental skills to support the needs of their child.</td>
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</table>
ADDENDUM B: ACTION PLAN

Action Plan: Implementation of Imagine Learning

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<tr>
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**Action Plan: Intervention Math and Reading Specialists Additional Support/Instruction**

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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS
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# PROFESSIONAL DEVELOPMENT PLANS

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<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
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<tbody>
<tr>
<td>Imagine Learning Professional Development</td>
<td>Math and Reading/ELA teachers grades 3-6</td>
<td>Imagine Learning Program and Student Learning Paths Imagine Learning student report/class reports generation Imagine Learning data analysis</td>
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<th>Anticipated Timeframe</th>
<th>Lead Person/Position</th>
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<tbody>
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<td>Attainment of 5% growth from BOY benchmark to EOY benchmark.</td>
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<td>Administration and Imagine Learning Representative</td>
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<tbody>
<tr>
<td>Language and Literacy Acquisition for All Students</td>
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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

<table>
<thead>
<tr>
<th>Communication Step</th>
<th>Topics of Message</th>
<th>Mode</th>
<th>Audience</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff Development Meetings</td>
<td>Discuss and communicate Comprehensive Plan priority goals to assist in tracking and improving identified challenge areas. Communicate measurable goals and benchmark timelines to provide evidence as to whether our school is on track to achieve growth and attainment based on quarterly target goals and/or to guide mid-course corrections to increase the success of growth and attainment improvement efforts.</td>
<td>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.</td>
<td>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.</td>
<td>September/October will be the anticipated timeline</td>
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<td>The HEMS Comprehensive Plan will be uploaded and showcased on the HEMS website with links on each Administrator's webpage to assist community</td>
<td>To inform parents, students, and community members of the established goals, engage all stakeholders, and support the educational goals and priorities of the comprehensive plan.</td>
<td>Administrators will upload to the HEMS Comprehensive Plan to HEMS website and Administrators pages.</td>
<td>The audience is compromised of HEMS students, parents, community members, HEMS Faculty and Staff, and other educational stakeholders.</td>
<td>November/December is the anticipated timeline</td>
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<tr>
<td>Communication Step</td>
<td>Topics of Message</td>
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<td>members in finding the plan.</td>
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