TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The vision of West Hazleton Elementary/Middle school is to have an engaging, safe, inclusive learning environment that meets the academic, social, and developmental needs of all students to prepare them for the rapidly changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Daniel Diehl	Principal	WHEMS
Tracey Sist	Teacher Elem. ELA	WHEMS
Heather Rosato	Teacher Special Education	WHEMS
Lyn Sands	Teacher Middle Level ELA	WHEMS
Randi Chapin	Teacher Special Education	WHEMS
Ryan Elmy	ELL Teacher	WHEMS
Sara Demusz	Teacher Elem. Math	WHEMS
Susan Bayzick	Teacher Elem. Math	WHEMS
Suzanne Sherbaty	Teacher Middle Level Math	WHEMS
Terri Smith	Teacher Elem. ELA	WHEMS
Steven Gaizick	Parent	PTA
Robert Barletta	IU Representative	IU#18

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through Title 1 in – person initiatives we will encourage parents and guardians to review and practice the vocabulary/ELA and Math in both languages with their children at home	English Language Arts
Problem solving is not just language but a thought process. Students from other cultures may be more concerned with getting the correct response than with the process. They may not be able to justify their answers. And mathematical terms do not always translate well.	English Language Growth and Attainment Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
ELD Site word recognition

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELD site word recognition	Given a local readability scale assessment, ELD students will increase their site word recognition by 10% each

Goal Nickname	Measurable Goal Statement (Smart Goal)
assessment	quarter from their baseline score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELD Staff will introduce and discuss site words	2020-09-01 - 2021-06-15	Administration	Fry's Readability Site -word Assessment

Anticipated Outcome

Fry's Readability Site -words will be provided for ELD Teachers and administered to students once quarterly. We anticipate students will improve site word recognition by 10%.

Monitoring/Evaluation

Assessment data will be recorded and reviewed by administration

Evidence-based Strategy

Math Content Vocabulary

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Content Vocabulary	All students will complete a daily PDN , specific to Math Content Vocabulary, starting well below grade level. By the end of each quarter, students will complete a cumulative PDN and achieve at least 75% on the math content vocabulary assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math Teachers K-8 will discuss and review math content vocabulary	2020-09-01 - 2021-06-15	Administration	PSSA Mathematics Glossary to the Assessment Anchors and Eligible Content, Grade Level Textbook Glossary

Anticipated Outcome

Anticipate students to recall and comprehend Math terms and definitions as evidenced by a quarterly assessment.

Monitoring/Evaluation

Assessment data will be recorded and reviewed by administration

Evidence-based Strategy

Galileo ELA Assessment K-6

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Galileo ELA Assessment K-6	By June 30, 2021, there will be an increase of 10% of K-6 students in the support/enrich categories from the BOY Benchmark to the EOY Benchmark on the Galileo ELA assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELA Teachers K-6 will monitor student progress on Imagine Learning	2020-09-01 - 2021-06-15	Administration	Imagine Learning

Anticipated Outcome

Anticipate students will increase 10% in the support/enrich categories from the BOY Benchmark to the EOY Benchmark on the Galileo ELA assessment.

Monitoring/Evaluation

Assessment data will be recorded and reviewed by administration

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, there will be an increase of 10% of K-6 students in the support/enrich categories from the BOY Benchmark to the EOY Benchmark on the Galileo ELA assessment. (Galileo ELA Assessment K-6)	Galileo ELA Assessment K-6	ELA Teachers K-6 will monitor student progress on Imagine Learning	09/01/2020 - 06/15/2021

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		2020-09-28

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

Superintendent/Chief Executive Officer	Brian T. Uplinger	2020-09-23
School Improvement Facilitator Signature		
Building Principal Signature	Daniel D. Diehl	2020-09-23

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Current and Previous Performance Comparison / Increase in Performance from the Previous Year in all student groups

Meeting Annual Academic Growth Expectations PVAAS All Student Group Exceeds the Standard Demonstrating Growth / Academic Growth Score 92.0%

Meeting Annual Academic Growth Expectations PVAAS / Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth / Academic Growth Score 100.0%

Meeting Annual Academic Growth Expectations ?PVAAS? / Science/Biology All Student Group Exceeds the Standard Demonstrating Growth / Academic Growth Score 84.5%

PVAAS- Meeting Annual Academic Growth Expectations in English Language Arts/ Literature

PVAAS- Meeting Annual Academic Growth Expectations in Mathematics/Algebra

PVAAS Growth of Student Groups Report English Language Arts/Literature

Challenges

State Assessment Measures /All Student Group Did Not Meet Interim Goal/Improvement Target / Percent Proficient or Advanced 38.0% in ELA

State Assessment Measures / English Language Arts/Literature / Student Group Breakdown / English Learner 24.0% and Student with Disabilities 13.7% as our lowest performing Student Groups

State Assessment Measures / Math/Algebra / All Student Group Did Not Meet Interim Goal/Improvement Target / Percent Proficient or Advanced 12.2% / Mathematics/Algebra

Student with Disabilities / Math/Algebra / 1.0% Proficient or Advanced with a Decrease in Performance from the Previous Year

State Assessment Measures / Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target / Percent Proficient or Advanced 46.0%

Advanced on Pennsylvania State Assessments / Science/Biology / Percent Advanced 13.6%

State Assessment Measures Achievement of Proficient or Advanced on Pennsylvania State Assessments in English

Strengths

College and Career Measures / Career Standards / Standards Benchmark All Student Group Exceeds Performance Standard / Percent Career Standards Benchmark 100.0%

Meeting Annual Academic Growth Expectations ?PVAAS? / English Language Arts/Literature Student Group Breakdown / English Learner 100.0% with an increase in Performance from the previous year.

Meeting Annual Academic Growth Expectations ?PVAAS? / Mathematics/Algebra Student Group Breakdown / Student Group Breakdown / Student with Disabilities 93.0% / Increase in Performance from the Previous Year

Align curricular materials and lesson plans to the PA Standards

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

Challenges

Language Arts/Literature

State Assessment Measures Achievement of Proficient or Advanced on Pennsylvania State Assessments

PVAAS Growth of Student Groups Report Mathematics

Continue to exceed the performance standard of 100%

Mathematics/Algebra / State Assessment Measures / Proficient or Advanced on Pennsylvania State Assessments Student Group Breakdown / English Learner 6.4%

State Assessment Measures / Proficient or Advanced on Pennsylvania State Assessments / Mathematics/Algebra / Student Group Breakdown / Student with Disabilities 1.0% with a Decrease in Performance from the Previous Year

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

Most Notable Observations/Patterns

As a school we need to continue to meet the standard for academic growth. We have challenges in meeting proficiency standards.

Challenges	Discussion Point	Priority for Planning
Student with Disabilities / Math/Algebra / 1.0% Proficient or Advanced with a Decrease in Performance from the Previous Year	Create a more collaborative systemic approach to below level and on-level instruction	
State Assessment Measures / English Language Arts/Literature / Student Group Breakdown / English Learner 24.0% and Student with Disabilities 13.7% as our lowest performing Student Groups	Most of our students were never exposed to print rich environment. Student mobility rate within Title I and ELL subgroups is among the highest in our district. These changes severely impact a student's achievement level throughout school.	
State Assessment Measures / Math/Algebra / All Student Group Did Not Meet Interim Goal/Improvement Target / Percent Proficient or Advanced 12.2% / Mathematics/Algebra	Students have little to no experience with our measurement system and when math involving the English system. Problem solving is not just language but a thought process. Students from other cultures may be more concerned with getting the correct response than with the process. They may not be able to justify their answers. And mathematical terms do not always translate well	

ADDENDUM B: ACTION PLAN

Action Plan: ELD Site word recognition

Action Steps	Anticipated Start/Completion Date
ELD Staff will introduce and discuss site words	09/01/2020 - 06/15/2021

Monitoring/Evaluation	Anticipated Output
Assessment data will be recorded and reviewed by administration	Fry's Readability Site -words will be provided for ELD Teachers and administered to students once quarterly. We anticipate students will improve site word recognition by 10%.

Material/Resources/Supports Needed	PD Step
Fry's Readability Site -word Assessment	no

Action Plan: Math Content Vocabulary

Action Steps	Anticipated Start/Completion Date
Math Teachers K-8 will discuss and review math content vocabulary	09/01/2020 - 06/15/2021

Monitoring/Evaluation	Anticipated Output
Assessment data will be recorded and reviewed by administration	Anticipate students to recall and comprehend Math terms and definitions as evidenced by a quarterly assessment.

Material/Resources/Supports Needed	PD Step
PSSA Mathematics Glossary to the Assessment Anchors and Eligible Content, Grade Level Textbook Glossary	no

Action Plan: Galileo ELA Assessment K-6

Action Steps	Anticipated Start/Completion Date
ELA Teachers K-6 will monitor student progress on Imagine Learning	09/01/2020 - 06/15/2021

Monitoring/Evaluation	Anticipated Output
Assessment data will be recorded and reviewed by administration	Anticipate students will increase 10% in the support/enrich categories from the BOY Benchmark to the EOY Benchmark on the Galileo ELA assessment.

Material/Resources/Supports Needed	PD Step
Imagine Learning	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, there will be an increase of 10% of K-6 students in the support/enrich categories from the BOY Benchmark to the EOY Benchmark on the Galileo ELA assessment. (Galileo ELA Assessment K-6)	Galileo ELA Assessment K-6	ELA Teachers K-6 will monitor student progress on Imagine Learning	09/01/2020 - 06/15/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Imagine Learning	K-6 Reading Teachers	Understanding data and how to access reports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data	09/01/2020 - 06/15/2021	Administration, Teachers

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
Professional Development through PLCs	Planning to reach students' goals	Teams Co-planning time	All Staff grade level content Teams	weekly / Sept., 2020- June 2021
Data Analysis	Analyzing benchmarks to drive educational planning	TEAMS Virtual meetings	Grade Level and content level teams	ongoing Sept. 2020- through June 2021