**West Hazleton El/MS**  
ATSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| West Hazleton Elementary/Middle School | | 118403302/7569 |
| **Address 1** | | |
| 325 North Street | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| West Hazleton | PA | 18202 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Brian Uplinger | | uplingerb@hasdk12.org |
| **Principal Name** | | |
| Daniel Diehl | | |
| **Principal Email** | | |
| diehld@hasdk12.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 570-459-3221 | | 27505 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Deanna M. Mennig | | dmennig@liu18.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Daniel Diehl | Principal | WHEMS | diehld@hasdk12.org |
| Tracey Sist | Teacher | WHEMS | sistt@hasdk12.org |
| Ashley Palermo | Education Specialist | WHEMS | palermoa@hasdk12.org |
| Dr. Brian Uplinger | Chief School Administrator | Superintendent | uplingerb@hasdk12.org |
| Dr. Michelle Zukoski | Other | Supervisor of Federal Programs | zukoskim@hasdk12.org |
| Marilynn DiCello | Other | WHEMS | dicellom@hasdk12.org |
| John Chura | Community Member | Mayor of West Hazleton | jchura65@gmail.com |
| Candice Cook-Stewart | Paraprofessional | WHEMS | Cook-Stewartc@hasdk12.org |
| Deanna Mennig | Other | LIU 18 | dmennig@liu18.org |
| Joseph Barletta | Board Member | HASD | barlettaj@hasdk12.org |
| Emily Betterly | Teacher | WHEMS | betterlye@hasadk12.org |
| Yulissa Arias | Parent | PTA/PAC | arias.maria.yulissa@gmail.com |
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# Vision for Learning

**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 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 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

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| 2022-2023 Future Ready PA Index, Meeting Annual Academic Growth Expectations (PVAAS) in ELA | In 2022-2023 85% of the All Student Group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 75%. |
| 2022-2023 Future Ready PA Index, Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra | In 2022-2023 97% of the All Student Group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 75.3%. |
|  |  |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| 2022-2023 Future Ready PA Index, State Assessment Measures Achievement of Proficient or Advanced on Pennsylvania State Assessments (Performance) in English Language Arts/Literature | In 2022-2023 the All Student Group did not meet the interim goal/improvement target in English Language Arts/Literature with 33% Proficient or Advanced as compared to the Statewide average of 54.5% . |
| 2022-2023 Future Ready Pa Index, State Assessment Measures Achievement of Proficient or Advanced on Pennsylvania State Assessments (Performance)in Mathematics/Algebra. | In 2022-2023 the All Student Group did not meet the interim goal/improvement target in Mathematics/Algebra with 9% Proficient or Advanced as compared to the Statewide average of 38.3%. |
| 2022-2023 Future Ready PA Index, State Assessment Measures Achievement of Proficient or Advanced on Pennsylvania State Assessments (Performance) in Science/Biology. | In 2022-2023 the All student Group did not meet the interim goal/improvement target in Science/Biology with 33.5% Proficient or Advanced as compared to the Statewide average of 58.9%. |
| 2022-2023 Future Ready PA Index On- Track Measures Regular Attendance | 2022-2023 All Student Group Did Not Meet Performance Standard for Regular Attendance with 48.8% versus the Statewide average of 73.9% |
| 2022-2023 Future Ready PA Index, Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology | In 2022-2023 54% of the All Student Group did not meet the standard demonstrating growth in Science/Biology, below the Statewide Average Growth Score of 75.1%. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  2022-2023 Future Ready Index - Students with Disabilities group 15.3% Proficient or Advanced in ELA  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  2023 PSSA School Summary Report-Students with Disabilities group had an increase of 9.8% in performance from the previous year in ELA . 2022 -5.5% Proficient/Advanced ELA 2023 -15.3% Proficient/Advanced |
| **Indicator**  2022-2023 Future Ready Index - Economically Disadvantaged group 8.5% Proficient or Advanced in Math/Algebra.  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  PSSA School Summary Report Economically Disadvantaged group had an increase of 3.7% in performance from the previous year in Math/Algebra. 2022 - 4.8% Proficient/Advanced 2023 - 8.5% Proficient/Advanced |
| **Indicator**  2022-2023 Future Ready Index -Students with Disabilities group 13.6% Proficient or Advanced in Science/Biology.  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  PSSA School Summary Report Students with Disabilities group had an increase in performance of 6.9% from the previous year in Science/Biology. 2022 - 6.7% Proficient/Advanced 2023 - 13.6% Proficient/Advanced |
| **Indicator**  2022-2023 Future Ready Index -Economically Disadvantaged Group Growth Score was 84 in ELA/Literature. Statewide Growth Score 75  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  The subgroup of Economically Disadvantaged students exceeded the Statewide Average Growth Score of 75 in ELA/Literature. |
| **Indicator**  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations** |
| **Indicator**  2022-2023 Future Ready Index -Economically Disadvantaged Group Growth Score was 95 in Mathematics/Algebra. Statewide Growth Score 75.3  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  The subgroup of Economically Disadvantaged students exceeded the Statewide Average Growth Score of 75.3 in Math/Algebra . |
| **Indicator**  2022-2023 Future Ready Index -Economically Disadvantaged Group, English Learner Group, Student With Disabilities Group, Performance Standard Average was 100% Statewide Performance Standard Average Score 89.6%  **ESSA Student Subgroups**  Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The Economically Disadvantaged Group, English Learner Group, Students With Disabilities Group exceeded the Statewide Performance Standard average of 89.6% for their Career Standards Benchmark with a score of 100%. |
| **Indicator**  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations** |
| **Indicator**  2022-2023 Future Ready Index -English Learner Group 36.9% growth as compared to Statewide Average 29% growth in English Language Growth and Attainment  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  The English Learner Group exceeded the Statewide Average of 29% in English Language Growth and Attainment |
| **Indicator**  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations** |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  2022-2023 Future Ready Index Mathematics/Algebra Economically Disadvantaged group score was 8.5%, All Student Group 9% , Statewide Average 38.3%  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  The Economically Disadvantaged Group was below the All Student Group and did not meet the Statewide average of 38.3% Advanced/Proficient in Mathematics/Algebra I. |
| **Indicator**  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations** |
| **Indicator**  Future Ready Index, Percent Regular Attendance the Economically Disadvantaged and Students with Disabilities groups were below the All Student Group.  **ESSA Student Subgroups**  Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Regular Attendance: Economically Disadvantaged group 44.9% Students with Disabilities group 40% All Student Group 48.8% |
| **Indicator**  The Students with Disabilities Group were below the All Student Group and the Statewide Average in Percent Proficient or Advanced in ELA/Literature.  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  ELA/Literature Students with Disabilities 15.3% Proficient or Advanced All Student Group 33% Proficient or Advanced Statewide Average 54.5% Proficient or Advanced |
| **Indicator**  The Students with Disabilities Group were below the All Student Group and Statewide Average in Percent Proficient or Advanced in Math/Algebra I.  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  Mathematics/Algebra I Students with Disabilities 3.4 % Proficient or Advanced All Student Group 9% Proficient or Advanced Statewide Average 38.3% Proficient or Advanced |
| **Indicator**  The Students with Disabilities Group were below the All Student Group and Statewide Average in Percent Proficient or Advanced in Science/Biology.  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  Science/Biology Student with Disabilities 13.6% Proficient or Advanced All Student Group 33.5% Proficient or Advanced Statewide Average 58.9% Proficient or Advanced |
| **Indicator**  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations** |

## 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.

|  |
| --- |
| In 2022-2023 85% of the All Student Group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 75%. |
| In 2022-2023 97% of the All Student Group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 75.3%. |

### 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.

|  |
| --- |
| In 2022-2023 the All Student Group did not meet the interim goal/improvement target in English Language Arts/Literature with 33% Proficient or Advanced as compared to the Statewide average of 54.5% . |
| In 2022-2023 the All Student Group did not meet the interim goal/improvement target in Mathematics/Algebra with 9% Proficient or Advanced as compared to the Statewide average of 38.3%. |
| In 2022-2023 the All student Group did not meet the interim goal/improvement target in Science/Biology with 33.5% Proficient or Advanced as compared to the Statewide average of 58.9%. |
| 2022-2023 All Student Group Did Not Meet Performance Standard for Regular Attendance with 48.8% versus the Statewide average of 73.9% |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Study Island 7th grade ELA Benchmark Test | 2023 BOY 24% Proficient/Advanced 2024 EOY 27.6% Proficient/Advanced |
| Study Island 8th grade ELA Benchmark Test | 2023 BOY 12.2%% Proficient/Advanced 2024 EOY 12.2% Proficient/Advanced |
| Renaissance Consolidated Summary Report Star Reading Enterprise Assessment All Student Group | 2023 BOY 70% below the 25th percentile 2024 EOY 59.9% below the 25th percentile Minimal growth for the lowest performing students. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| In 2023-2024 7th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks. |
| In 2023-2024 Star Reading Assessments 10% of the All Student Group moved out of the below the 25th percentile category from the BOY to EOY. |

### Challenges

|  |
| --- |
| In 2023-2024 EOY Star Reading Assessments there are 59.9% of students in the All Student Group in the below the 25th percentile category. |
| There was no growth from the BOY to EOY on the 8th grade Study Island ELA Benchmarks. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Study Island 7th grade Math Benchmark Test | 2023 BOY 1% Proficient/Advanced 2024 EOY 1% Proficient/Advanced |
| Study Island 8th grade Math Benchmark Test | 2023 BOY 0% Proficient/Advanced 2024 EOY 3.5% Proficient/Advanced |
| Renaissance Consolidated Summary Report Star Math Enterprise Assessment All Student Group | 2023 BOY 59% below the 25th percentile 2024 EOY 51.7% below the 25th percentile Minimal growth for the lowest performing students. |

## Mathematics Summary

### Strengths

|  |
| --- |
| In 2023-2024 Star Math Assessments 7.3% of the All Student Group moved out of the below the 25th percentile category from the BOY to EOY. |

### Challenges

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| --- |
| There is no improvement/growth on the 7th grade Study Island Math Benchmark tests from the BOY to EOY. |
| There is minimal growth on the 8th grade Study Island Benchmark Math tests from the BOY to EOY. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
|  |  |
|  |  |
|  |  |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| none |

### Challenges

|  |
| --- |
| none |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 2022-2023 Future Ready Index Percent Grade 5, Grade 8, and/or Grade 11 Career Standards Benchmark. Choices 360 | In 2022-2023 100% of the All Student Group and 100% of all subgroups exceeded the performance standard, 10.4% above the Statewide average of 89.6%. |

## 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.

|  |
| --- |
| 2022-2023 Future Ready Index Percent Grade 5, Grade 8, and/or Grade 11 Career Standards Benchmark. Choices 360 |

### 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 to exceed the performance standard of 100% |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| In the English Learners student group, 4.8% of the students achieved Proficient or Advanced in Mathematics. | Statewide Average is 38.3% Proficient or Advanced. |
| In the English Learners student group, 14% of the students achieved Proficient or Advanced in ELA. | Statewide Average is 54.5% Proficient or Advanced. |
| In the English Learners student group, 16.2% of the students achieved Proficient or Advanced in Science. | Statewide Average is 58.9% Proficient or Advanced. |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 2023 FRI Performance Level Distribution by Subject and Group English Language Arts | 2023 Students with Disabilities group had 15.3% Proficient or Advanced in ELA/Literature, 17.7% below the All Student group with 33% |
| 2023 FRI Performance Level Distribution by Subject and Group Mathematics | 2023 Students with Disabilities group had 3.4% Proficient or Advanced in Mathematics/Algebra, 5.6% below the All Student group with 9%. |
| 2023 Performance Level Distribution by Subject and Group Science | 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science, 19.9% below the All Student group with 33.5%. |
| 2023 Future Ready Index Percent Proficient/Advanced English Language Arts Literature | 2023 Students with Disabilities group had 15.3% Proficient or Advanced in English Language Arts Literature an increase of 9.8% from 2022. |
| 2023 Future Ready Index Percent Proficient/Advanced Science/Biology/ PSSA School Summary Report 2022 | 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science/Biology and increase of 6.9% from 2022. |
| Renaissance Consolidated Summary Report Star Reading Enterprise Assessment Special Education subgroup | 2023 BOY 75% below the 25th percentile 2024 EOY 68% below the 25th percentile |
| Renaissance Consolidated Summary Report Star Math Enterprise Assessment Special Education subgroup | 2023 BOY 70% below the 25th percentile 2024 EOY 71% below the 25th percentile |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| In the Economically Disadvantaged student group, 8.5% of the students achieved Proficient or Advanced in Mathematics. | Statewide Average is 38.3% Proficient or Advanced. |
| In the Economically Disadvantaged student group, 34% of the students achieved Proficient or Advanced in ELA. | Statewide Average is 54.5% Proficient or Advanced. |
| In the Economically Disadvantaged student group, 35.2% of the students achieved Proficient or Advanced in Science. | Statewide Average is 58.9% Proficient or Advanced. |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | In the Hispanic student group, 8.5% of the students achieved Proficient or Advanced in Mathematics, below the Statewide Average of 38.3%, 31.3 % Proficient or Advanced in ELA, below the Statewide Average of 54.5% and 28.8% Proficient or Advanced in Science, below the Statewide Average of 58.9%. |
| White | In the White student group, 12.5% of the students achieved Proficient or Advanced in Mathematics, below the Statewide Average of 38.3%, 49% Proficient or Advanced in ELA, below the Statewide Average of 54.5% and 63.2% Proficient or Advanced in Science, above the Statewide Average of 58.9%. |

## 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.

|  |
| --- |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in English Language Arts Literature an increase of 9.8% from 2022. |
| 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science/Biology and increase of 6.9% from 2022. |
|  |
|  |
|  |

### 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.

|  |
| --- |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in ELA/Literature, 17.7% below the All Student group with 33% |
| 2023 Students with Disabilities group had 3.4% Proficient or Advanced in Mathematics/Algebra, 5.6% below the All Student group with 9%. |
| 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science, 19.9% below the All Student group with 33.5%. |
|  |
|  |

# 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 | Emerging |

## 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 | Emerging |
| 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 | Operational |
| 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 | Operational |
| 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 | Emerging |

## Summary

### Strengths

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

|  |
| --- |
| 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 |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Continuously monitor implementation of the school improvement plan and adjust as needed |

### 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?

|  |
| --- |
| 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 |
| Identify and address individual student learning needs |

# 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 |
| In 2022-2023 85% of the All Student Group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 75%. | False |
| In 2022-2023 97% of the All Student Group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 75.3%. | False |
| In 2022-2023 85% of the All Student Group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 75%. | False |
| In 2023-2024 7th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks. | False |
| In 2023-2024 Star Reading Assessments 10% of the All Student Group moved out of the below the 25th percentile category from the BOY to EOY. | False |
| In 2023-2024 Star Math Assessments 7.3% of the All Student Group moved out of the below the 25th percentile category from the BOY to EOY. | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True |
| Align curricular materials and lesson plans to the PA Standards | False |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in English Language Arts Literature an increase of 9.8% from 2022. | True |
| 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science/Biology and increase of 6.9% from 2022. | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed | True |
| 2022-2023 Future Ready Index Percent Grade 5, Grade 8, and/or Grade 11 Career Standards Benchmark. Choices 360 | False |
| In 2022-2023 97% of the All Student Group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 75.3%. | False |
| none | 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 |
| 2022-2023 All Student Group Did Not Meet Performance Standard for Regular Attendance with 48.8% versus the Statewide average of 73.9% | False |
| In 2022-2023 the All Student Group did not meet the interim goal/improvement target in English Language Arts/Literature with 33% Proficient or Advanced as compared to the Statewide average of 54.5% . | False |
| In 2022-2023 the All Student Group did not meet the interim goal/improvement target in Mathematics/Algebra with 9% Proficient or Advanced as compared to the Statewide average of 38.3%. | True |
| In 2022-2023 the All student Group did not meet the interim goal/improvement target in Science/Biology with 33.5% Proficient or Advanced as compared to the Statewide average of 58.9%. | False |
| In 2023-2024 EOY Star Reading Assessments there are 59.9% of students in the All Student Group in the below the 25th percentile category. | False |
| There is no improvement/growth on the 7th grade Study Island Math Benchmark tests from the BOY to EOY. | False |
| Continue to exceed the performance standard of 100% | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Identify professional learning needs through analysis of a variety of data | False |
| Identify and address individual student learning needs | True |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in ELA/Literature, 17.7% below the All Student group with 33% | True |
| 2023 Students with Disabilities group had 3.4% Proficient or Advanced in Mathematics/Algebra, 5.6% below the All Student group with 9%. | False |
| 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science, 19.9% below the All Student group with 33.5%. | False |
| There was no growth from the BOY to EOY on the 8th grade Study Island ELA Benchmarks. | False |
| none | False |
| There is minimal growth on the 8th grade Study Island Benchmark Math tests from the BOY to EOY. | 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.

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

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| In 2022-2023 the All Student Group did not meet the interim goal/improvement target in Mathematics/Algebra with 9% Proficient or Advanced as compared to the Statewide average of 38.3%. | The school/district is currently modifying the curriculum to address this need. | False |
| Identify and address individual student learning needs | Students need to be measured several times a year to determine learning and remediation needs. | True |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in ELA/Literature, 17.7% below the All Student group with 33% | Students with Disabilities are making progress but not at the rate of the All Student Group. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | We are using assessment data to drive instruction. |
| 2023 Students with Disabilities group had 15.3% Proficient or Advanced in English Language Arts Literature an increase of 9.8% from 2022. | We are using assessment data to drive direct instruction. |
| 2023 Students with Disabilities group had 13.6% Proficient or Advanced in Science/Biology and increase of 6.9% from 2022. | We are using assessment data to drive direct instruction. |
| Continuously monitor implementation of the school improvement plan and adjust as needed | School comp plan team is meeting regularly to adjust and modify plan as needed. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Implement and monitor programs (Math Facts) that will ensure identification of learning needs. |
|  | Implement and monitor programs (myON) that will improve reading comprehension. |

# Goal Setting

## Priority: Implement and monitor programs (Math Facts) that will ensure identification of learning needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30th 2025, 75% of the Students with Disabilities Group will demonstrate growth compared to the baseline data in Star Math benchmarks. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Facts | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| From September 2 - November 4, 2024, Students with Disabilities Group will establish a baseline score on the Star Math benchmark. Students will use the Math Facts program regularly. | From November 5-January 24th, 2025, 50% of the targeted subgroup will demonstrate growth compared to baseline score on Star Math benchmark. | From January 25 - April 3, 2025, 75% of the targeted subgroup will demonstrate growth compared to baseline score. | From April 4- June 30 2025, 75% of the targeted subgroup will demonstrate growth compared to baseline score. |

## Priority: Implement and monitor programs (myON) that will improve reading comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30th, 2025, 75% of the Students with Disabilities Group will demonstrate growth on the ELA Star benchmarks from BOY to EOY through the use of the myON program. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| myON | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| From September 2 - November 4, 2024, Students with Disabilities Group will establish a baseline score on the ELA Star Benchmark. Students will use the myON program regularly. | From November 5-January 24th, 2025, 50% of the targeted subgroup will demonstrate growth from BOY to EOY Star benchmarks. | From January 25 - April 3, 2025, 75% of the targeted subgroup will demonstrate growth from BOY to EOY benchmarks. | From April 4- June 30 2025, 75% of the targeted subgroup will demonstrate growth from the BOY to EOY benchmarks. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Math Facts | myON |

## Action Plan For: Implement Renaissance Math Facts with fidelity

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * By June 30th 2025, 75% of the Students with Disabilities Group will demonstrate growth compared to the baseline data in Star Math benchmarks. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete initial benchmark and implement daily use of the Math Facts program. We will use the remaining benchmark data to drive instruction. | | 2024-08-28 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, Daniel Diehl, Assistant Principal, Heather Marnell, Interventionists Pete Bobrowski and Ashley Palermo and Staff | Renaissance program $13,858.83, ongoing professional development through Renaissance, Title I Funds to be used for teacher salary and benefits $751,630.50, | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create an assessment calendar that includes the assessment starting and ending dates for 24-25 school year K-8. | | 2024-08-28 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, Daniel Diehl, Assistant Principal, Heather Marnell, Interventionists Pete Bobrowski and Ashley Palermo and Staff | Assessment Calendar template Student Planners | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Through the use of the Math Facts program, students will demonstrate growth on Star benchmarks. | Interventionists will monitor monthly usage of the Math Facts program to ensure fidelity using Freckle data. |

## Action Plan For: Implement Renaissance myON with fidelity

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * By June 30th, 2025, 75% of the Students with Disabilities Group will demonstrate growth on the ELA Star benchmarks from BOY to EOY through the use of the myON program. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete initial benchmark and implement daily use of the myON program. We will use the remaining benchmark data to drive instruction. | | 2024-08-28 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, Daniel Diehl, Assistant Principal, Heather Marnell, Interventionists Pete Bobrowski and Ashley Palermo and Staff | Renaissance program $13,858.83, ongoing professional development through Renaissance, Title I Funds to be used for teacher salary and benefits $751,630.50, | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| WHEMS Faculty will be provided with current relevant data and will be provided with the tools necessary to analyze the data. | | 2024-09-03 | 2024-04-03 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, Daniel Diehl, Assistant Principal, Heather Marnell, Interventionists Pete Bobrowski and Ashley Palermo and Staff | Renaissance program $13,858.83, ongoing professional development through Renaissance, Title I Funds to be used for teacher salary and benefits $751,630.50, | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Through the use of the MyOn program, students will demonstrate growth on Star benchmarks. | Interventionists will monitor monthly usage of the MyON program to ensure fidelity using Freckle data. |

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Teacher Salary and benefits | 520581.78 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Nearpod, Inc. | 6115 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Simple Solutions- Suppl. Books | 4000 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Supplemental Instructional Reading and Math instructional materials, ie. Common Core Workbooks | 12000 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Renaissance Freckle Math, Star & Lalilo | 14087 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Card Display Rack Title I Pamphlets | 1000 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Reading and Math manipulatives, ie. Fidget Game-Sight Words | 8639.71 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Student Planners and Folders | 3915 |
| Other Expenditures | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Professional Development PAFPC | 1250 |
| Title II.A and Title IV.A Transfer Funds | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Teacher salary and benefits | 148946.96 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Imagine Learning ELA and Math supplemental program | 43000 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Technology instructional supplies, ie. clear touch panels | 18000 |
| Other Expenditures | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Trans Act parent communication letters | 506 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Learning A-Z supplemental reading program | 12500 |
| Instruction | * Implement Renaissance Math Facts with fidelity * Implement Renaissance myON with fidelity | Secret Stories supplemental reading books | 2008.55 |
| Total Expenditures | | | | 796550 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Implement Renaissance Math Facts with fidelity | Complete initial benchmark and implement daily use of the Math Facts program. We will use the remaining benchmark data to drive instruction. |
| Implement Renaissance myON with fidelity | Complete initial benchmark and implement daily use of the myON program. We will use the remaining benchmark data to drive instruction. |
| Implement Renaissance myON with fidelity | WHEMS Faculty will be provided with current relevant data and will be provided with the tools necessary to analyze the data. |

## Ongoing Renaissance training

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Complete initial benchmark and implement daily use of the myON program. We will use the remaining benchmark data to drive instruction. * Complete initial benchmark and implement daily use of the Math Facts program. We will use the remaining benchmark data to drive instruction. | | |
| **Audience** | | |
| All teachers | | |
| **Topics to be Included** | | |
| accessing and evaluating reports/data | | |
| **Evidence of Learning** | | |
| teacher's ability to create/analyze reports | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Interventionists Pete Bobrowski/Ashley Palermo Renaissance Learning | 2024-08-28 | 2025-06-10 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Biweekly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation SWP 24-25.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Brian T. Uplinger | 2024-07-30 |
| **Building Principal Signature** | **Date** |
| Daniel Diehl | 2024-07-29 |
| **School Improvement Facilitator Signature** | **Date** |
| Deanna Mennig | 2024-08-12 |