

Profile and Plan Essentials

School	West Hazleton Elementary/Middle School		AUN/Branch
			118403302/7569
Address 1			
325 North Street			
Address 2			
City	State	Zip Code	
West Hazleton	PA	18202	
Chief School Administrator			
Brian Uplinger	Chief School Administrator Email uplengerb@hasdk12.org		
Principal Name			
Daniel Diehl			
Principal Email			
diehd@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
Randi Chapin	Teacher Special Education	WHEMS	chapinr@hasdk12.org
Steven Gaizick	Parent	PTA	strm_mkr@yahoo.com
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
Anthony Bonomo	Board Member	HASD	bonomoa@hasdk12.org

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

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

Strengths

Indicator Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in ELA/Literature, they did show growth in this category. ESSA Student Subgroups Economically Disadvantaged		Comments/Notable Observations They did not meet the statewide average of 54.1%
Indicator Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Math/Algebra they did show growth in this category. ESSA Student Subgroups Economically Disadvantaged		Comments/Notable Observations They did not meet the statewide average of 35.7%
Indicator Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category. ESSA Student Subgroups Economically Disadvantaged		Comments/Notable Observations They did not meet the statewide average of 54.4%
Indicator The subgroup of Economically Disadvantaged students exceeded the Statewide Average Growth Score of 75 in ELA/Literature. ESSA Student Subgroups Economically Disadvantaged		Comments/Notable Observations Their score was 100.
Indicator The subgroup of Economically Disadvantaged students exceeded the Statewide Average Growth Score of 75.1 in Science/Biology. ESSA Student Subgroups Economically Disadvantaged		Comments/Notable Observations Their score was 76.5.

Indicator The subgroup of Economically Disadvantaged students exceeded the Statewide Average Growth Score of 75.3 in Math/Algebra I. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was 100
Indicator The Economically Disadvantaged Group exceeded the statewide average of 88.3% for their Career Standards Benchmark. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was 100%
Indicator The English Learner Group exceeded the statewide average of 88.3% for their Career Standards Benchmark. ESSA Student Subgroups English Learners	Comments/Notable Observations Their score was 98.8%
Indicator Although the Hispanic subgroup did not meet the statewide average for ELA/Literature Advanced/Proficient , they did show growth. ESSA Student Subgroups	Comments/Notable Observations They did not meet the target of 54.1%.
Indicator Although the English Learner group did not meet the statewide average for ELA/Literature, they did show growth. ESSA Student Subgroups	Comments/Notable Observations They did not meet the target of 54.1%.
Indicator Although the English Learner group did not meet the statewide average for ELA/Literature, they did show growth. ESSA Student Subgroups Hispanic	Comments/Notable Observations
Indicator Although the Hispanic subgroup did not meet the statewide average for Math/Algebra I, Advanced/Proficient , they did show growth. ESSA Student Subgroups Hispanic	Comments/Notable Observations Statewide average was 35.7%. Their score was 5.6%
Indicator Although the Hispanic subgroup did not meet the statewide average for Science/Biology, Advanced/Proficient , they did show growth. ESSA Student Subgroups Hispanic	Comments/Notable Observations Statewide Average was 37.5%
Indicator The Hispanic group exceeded the growth standard in Math/Algebra 1, Science and ELA. ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator The group of Economically Disadvantaged Group did not meet the statewide average of 35.7%/ in Advanced/Proficient in Mathematics/Algebra I. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was 4.8%.
Indicator The group of Economically Disadvantaged Group did not meet the statewide average of 54.1%/ in Advanced/Proficient in ELA/Literature. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Their score was 35.2%.
Indicator The group of Economically Disadvantaged Group did not meet the statewide average of 54.4%/ in Advanced/Proficient in Science/Biology. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Their score was 39.6%.
Indicator The Economically Disadvantaged Group did not meet the Statewide Average of 15.2 Advanced in ELA/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Their actual score was 4.4%
Indicator Future Ready Index, Percent Regular Attendance ESSA Student Subgroups Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Economically Disadvantaged group 49.2%, English Learner group 40.1%, and Students with disabilities group 37%.
Indicator The Economically Disadvantaged Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was 4.4%
Indicator The Economically Disadvantaged Group did not meet the Statewide Average of 14.6% Advanced in Math/Algebra I. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was .3%
Indicator The Economically Disadvantaged Group did not meet the Statewide Average of 23.8% Advanced in Science/Biology.	Comments/Notable Observations Their actual score was 5.2%.

ESSA Student Subgroups Economically Disadvantaged	
Indicator The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature
Indicator The Economically Disadvantaged group did not meet the statewide average of 22.2% in English Language Growth and Attainment . ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Their score was 17.7%
Indicator The Students with Disability Group did not meet the Statewide Average of 14.6% Advanced in Math/Algebra I. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator The white group did not meet the statewide average of 54.1% in Advanced/Proficient in ELA/Literature ESSA Student Subgroups	Comments/Notable Observations Their score was 46%.
Indicator The white group did not meet the statewide average of 35.7% in Advanced/Proficient in ELA/Literature ESSA Student Subgroups	Comments/Notable Observations Their score was 6.1%
Indicator The white group did not meet the statewide average of 15.2% in advanced for ELA. ESSA Student Subgroups	Comments/Notable Observations Thier score was 10%
Indicator The white group did not meet the statewide average of 15.2% in advanced for Math. ESSA Student Subgroups	Comments/Notable Observations Their score was 2.0%

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.

100% of the all student group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 76%.

100% of the all student group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 76.2%.
76.5% of the all student group at WHEMS exceeded the standard demonstrating growth in Science/Biology, above the Statewide Growth Score of 74.6%.
Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category.
The English Learner Group exceeded the statewide average of 88.3% for their Career Standards Benchmark.

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.

The all-student group did not meet the interim goal/improvement target in English Language Arts/Literature with 33.6% Proficient or Advanced as compared to the state average of 54.1% .
The all-student group did not meet the interim goal/improvement target in Mathematics/Algebra with 5.9% Proficient or Advanced as compared to the state average of 35.7%.
The all-student group did not meet the interim goal/improvement target in Science/Biology with 38.5% Proficient or Advanced as compared to the state average of 54.4%.
The Economically Disadvantaged group did not meet the statewide average of 22.2% in English Language Growth and Attainment .
The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature

Local Assessment

English Language Arts

English Language Arts Summary	
Data	Comments/Notable Observations
Renaissance Consolidated Summary Report Star Reading Enterprise Assessment Special Education subgroup	2022 BOY 81% below the 25th percentile 2023 EOY 79% below the 25th percentile Minimal growth for the lowest performing students.
Study Island 7th grade ELA Benchmark Test	2022 BOY 20.6% Proficient/Advanced 2023 EOY 31.2% Proficient/Advanced
Study Island 8th grade ELA Benchmark Test	2022 BOY 9.8% Proficient/Advanced 2023 EOY 21% Proficient/Advanced

English Language Arts Summary

Strengths

In 2022-23 8th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks.
In 2022-23 7th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks.

Challenges

Star Reading Assessments, Special Education subgroup, 2022 BOY 81% below the 25th percentile, 2023 EOY 79% below the 25th percentile. Showing minimal growth for the lowest performing students.
--

Mathematics

Mathematics Summary	
Data	Comments/Notable Observations
Study Island 8th grade Math Benchmark Test	2022 BOY 2.4% Proficient/Advanced 2023 EOY 2.1% Proficient/Advanced
Renaissance Consolidated Summary Report Star Math Enterprise Assessment Special Education subgroup	2022 BOY 72% below the 25th percentile 2023 EOY 70% below the 25th percentile Minimal growth for the lowest performing students.
Study Island 7th grade Math Benchmark Test	2022 BOY 0% Proficient/Advanced 2023 EOY 0% Proficient/Advanced

Mathematics Summary

Strengths

none

Challenges

In 2022-23 7th grade Study Island Math percentage of Proficient/Advanced remained at 0% from BOY to EOY Benchmark.
In 2022-23 8th grade Study Island Math percentage of Proficient/Advanced decreased from BOY to EOY

Star Math Assessments, Special Education subgroup, 2022 BOY 72% below the 25th percentile, 2023 EOY 70% below the 25th percentile Minimal growth for the lowest performing students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We currently do not have a common assessment in this area.	We are exploring options for future use.

Science, Technology, and Engineering Education Summary

Strengths

none

Challenges

none

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index Percent Grade 5, Grade 8, and/or Grade 11 Career Standards Benchmark. Choices 360	In 2021-2022 99.5% of the all student group exceeded the performance standard, 11.2% above the state average of 88.3%. 100% of the economically disadvantaged group exceeded the performance standard.

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.

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

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

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

Students with Disabilities

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

Data	Comments/Notable Observations
2022 Performance Level Distribution by Subject and Group English Language Arts	Students with disabilities group had 5.5% Proficient or Advanced in ELA/Literature, 28.1% below the All Student group with 33.6%
2022 Performance Level Distribution by Subject and Group Mathematics	Students with Disabilities group had 3.7% Proficient or Advanced in Mathematics/Algebra, 2.2% below the All Student group with 5.9%.
2022 Performance Level Distribution by Subject and Group Science	Students with disabilities group had 6.7% Proficient or Advanced in Science, 31.8% below the All Student group with 38.5%.
Future Ready Index Percent Proficient/Advanced English Language Arts Literature	Students with Disabilities group had 5.5% Proficient or Advanced an increase of 5.5% from 2020-21.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Students with Disabilities group had 5.5% Proficient or Advanced an increase of 5.5% from 2020-21.

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.

Students with disabilities group had 5.5% Proficient or Advanced in ELA/Literature, 28.1% below the All Student group with 33.6%.
Students with disabilities group had 3.7% Proficient or Advanced in Mathematics/Algebra, 2.2% below the All Student group with 5.9%.
Students with disabilities group had 6.7% Proficient or Advanced in Science, 31.8% below the All Student group with 38.5%

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	Emerging
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	Emerging
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	Emerging

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	Emerging
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	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	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.

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
76.5% of the all student group at WHEMS exceeded the standard demonstrating growth in Science/Biology, above the Statewide Growth Score of 74.6%.	False
100% of the all student group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 76.2%.	True
100% of the all student group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 76%.	True
Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category.	True
College and Career Measures / Career Standards / Standards Benchmark All Student Group Exceeds Performance Standard / Percent Career Standards Benchmark 100.0%	False
In 2022-23 8th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks.	False
none	False
none	False
In 2022-23 7th grade increased Study Island ELA percentage of Proficient/Advanced from BOY to EOY Benchmarks.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Align curricular materials and lesson plans to the PA Standards	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Students with Disabilities group had 5.5% Proficient or Advanced an increase of 5.5% from 2020-21.	True
The English Learner Group exceeded the statewide average of 88.3% for their Career Standards Benchmark.	False
Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category.	True
The English Learner Group exceeded the statewide average of 88.3% for their Career Standards Benchmark.	True

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
The all-student group did not meet the interim goal/improvement target in English Language Arts/Literature with 33.6% Proficient or Advanced as compared to the state average of 54.1% .	False
The all-student group did not meet the interim goal/improvement target in Mathematics/Algebra with 5.9% Proficient or Advanced as compared to the state average of 35.7%.	True
The all-student group did not meet the interim goal/improvement target in Science/Biology with 38.5% Proficient or Advanced as compared to the state average of 54.4%.	False
The Economically Disadvantaged group did not meet the statewide average of 22.2% in English Language Growth and Attainment .	False
In 2022-23 7th grade Study Island Math percentage of Proficient/Advanced remained at 0% from BOY to EOY Benchmark.	False
In 2022-23 8th grade Study Island Math percentage of Proficient/Advanced decreased from BOY to EOY	False
none	False
Star Reading Assessments, Special Education subgroup, 2022 BOY 81% below the 25th percentile, 2023 EOY 79% below the 25th percentile. Showing minimal growth for the lowest performing students.	False
Star Math Assessments, Special Education subgroup, 2022 BOY 72% below the 25th percentile, 2023 EOY 70% below the 25th percentile Minimal growth for the lowest performing students.	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
Students with disabilities group had 5.5% Proficient or Advanced in ELA/Literature, 28.1% below the All Student group with 33.6%.	False
Students with disabilities group had 3.7% Proficient or Advanced in Mathematics/Algebra, 2.2% below the All Student group with 5.9%.	False
Identify and address individual student learning needs	True
The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature	True
The Economically Disadvantaged group did not meet the statewide average of 22.2% in English Language Growth and Attainment .	False
The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature	True
Students with disabilities group had 6.7% Proficient or Advanced in Science, 31.8% below the All Student group with 38.5%	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
The all-student group did not meet the interim goal/improvement target in Mathematics/Algebra with 5.9% Proficient or Advanced as compared to the state average of 35.7%.		False
Identify and address individual student learning needs	Students need to be measured several times a year to determine learning and remediation needs.	True
The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature	We need to continue to analyze curriculum in order to ensure alignment to the standards and rigor in instruction.	True
The Students with Disability Group did not meet the Statewide Average of 15.2% Advanced in ELA/Literature		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of the all student group at WHEMS exceeded the standard demonstrating growth in Mathematics/Algebra, above the Statewide Growth Score of 76.2%.	Continue to expose all students to grade level curriculum and provide small group instruction for on-level learning to continue to meet and exceed the growth standard.
100% of the all student group at WHEMS exceeded the standard demonstrating growth in ELA, above the Statewide Average Growth Score of 76%.	Utilizing the hybrid model of instruction, we will use small group instruction to focus on closing the gap and continue to meet and exceed the growth standard.
Students with Disabilities group had 5.5% Proficient or Advanced an increase of 5.5% from 2020-21.	We recently implemented programs to identify the needs of our learners.
Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category.	
Although the Economically Disadvantaged group did not meet the statewide average for Proficient/Advanced in Science/Biology, they did show growth in this category.	
The English Learner Group exceeded the statewide average of 88.3% for their Career Standards Benchmark.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
-------------------------------	---------------------

	Implement and monitor programs that will ensure identification of learning needs.
	Realign curriculum to standards while ensuring teachers are teaching with rigor to all student groups.

Goal Setting

Priority: Implement and monitor programs that will ensure identification of learning needs.

Outcome Category				
Essential Practices 3: Provide Student-Centered Support Systems				
Measurable Goal Statement (Smart Goal)				
Test students at the beginning of each quarter to establish baselines and remediation programs for learning.				
Measurable Goal Nickname (35 Character Max)				
Baseline Initiatives				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
Have each student measured.	Implementation of plans	Monitor and evaluate	Implement changes to plans	

Priority: Realign curriculum to standards while ensuring teachers are teaching with rigor to all student groups.

Outcome Category				
Essential Practices 1: Focus on Continuous Improvement of Instruction				
Measurable Goal Statement (Smart Goal)				
Curriculum realignment and monitoring				
Measurable Goal Nickname (35 Character Max)				
Curriculum				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
Complete curriculum alignment with all grade levels.	Monitor teacher progress in classroom	reexamination of learning outcomes	Modification to curriculum	

Action Plan

Measurable Goals

Baseline Initiatives	Curriculum
----------------------	------------

Action Plan For: Deliver sound instruction in a variety of modes.

Measurable Goals:

- Curriculum realignment and monitoring

Action Step	Anticipated Start/Completion Date	
Create a data sheet to track minutes spent on the program so that teachers can track student progress.	2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	
Daniel Diehl, Heather Marnell	Tracking sheet template	
	PD Step?	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed tracking sheets	Teachers will complete weekly tracking sheets to be turned in to administration at the conclusion of each quarter.

Action Plan For: Deliver sound instruction in a variety of modes.

Measurable Goals:

Action Step	Anticipated Start/Completion Date	
Create a data sheet to track minutes spent on the program so that teachers can track student progress.	2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	
Daniel Diehl, Heather Marnell	Tracking sheet template	
	PD Step?	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed tracking sheets	Teachers will complete weekly tracking sheets to be turned in to administration at the conclusion of each quarter.

Action Plan For: Deliver sound instruction in a variety of modes.

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Create and utilize a Star Reading data breakdown sheet to drive instruction.		2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pete Bobrowski, Ashley Palermo	Star Reading data breakdown sheet	Yes	

Anticipated Output

Teachers will analyze the Star Reading data sheets to identify and address student needs.	Monitoring/Evaluation (People, Frequency, and Method) Teachers will complete Star Reading data sheets at the conclusion of each benchmark testing window.
---	---

Action Plan For: Deliver sound instruction in a variety of modes.

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Create and utilize a Star Math data breakdown sheet to drive instruction.		2023-09-05	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pete Bobrowski, Ashley Palermo	Star Math data breakdown sheet	Yes	

Anticipated Output

Teachers will analyze the Star Math data sheets to identify and address student needs.	Monitoring/Evaluation (People, Frequency, and Method) Teachers will complete Star Math data sheets at the conclusion of each benchmark testing window.
--	--

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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Salary and Benefits for Teachers and LT Subs	369865
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Renaissance Star Reading/Math and Freckle, Lalilo	379
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Simple Solutions - Suppl. Books	2000
Other Expenditures	• Deliver sound instruction	Parent Engagement Activities	4157

	• in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.		
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Common Core Workbooks	576
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Fidget Game Sight words	630
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	UFLI Teacher Manuals	1129
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Math Pop Fidgets	375

Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Near Pod	5870	
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Card Display Rack Pamphlets	815	
Instruction	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.	Secret Stories	120	
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.			
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.			

	• in a variety of modes. • Deliver sound instruction in a variety of modes.		
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.		
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.		
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.		
Other Expenditures	• Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes. • Deliver sound instruction in a variety of modes.		
Total Expenditures			385916

Professional Development

Professional Development Action Steps

Evidence-based Strategy		Action Steps
Deliver sound instruction in a variety of modes.		Create a data sheet to track minutes spent on the program so that teachers can track student progress.
Deliver sound instruction in a variety of modes.		Create a data sheet to track minutes spent on the program so that teachers can track student progress.
Deliver sound instruction in a variety of modes.		Create and utilize a Star Reading data breakdown sheet to drive instruction.
Deliver sound instruction in a variety of modes.		Create and utilize a Star Math data breakdown sheet to drive instruction.

Data Team

Action Step		
Create a data sheet to track minutes spent on the program so that teachers can track student progress.		
Audience		
Administration, content teachers, special subject teachers, and paraprofessionals		
Topics to be Included		
Star Literacy and Math, 2022-2023 PSSA Results		
Evidence of Learning		
Results and comparisons of benchmark testing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dan Diehl / Principal	2023-09-05	2024-06-07

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Once a week or on an as needed basis
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

- School Plan Board Affirmation.pdf

Chief School Administrator	Date
Dr. Brian T. Uplinger	2023-08-08
Building Principal Signature	Date
Daniel Diehl	2023-08-08
School Improvement Facilitator Signature	Date
Deanna Mennig	2023-08-08