

HAZLETON EL/MS

700 North Wyoming St

TSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Debbie Faith Kupsho	Principal	HEMS
Dr. Matthew Scarcella	Assistant Principal	HEMS
Amy Tarone	Learning Support Teacher	HEMS
Carinne Karlick	ELL Teacher	HEMS
David Shafer	Teacher- Middle Level Math	HEMS
Ryan Wilner	Teacher-Middle Level Science	HEMS
Maria Corrado	Teacher- Elem. Reading	HEMS
Tina Mushinski	Local Business Owner	Third Base Luncheonette
Jose Melo	Parent	HEMS
Dr. Patrick Patte	Director of Curriculum	HASD Director of Curriculum
Linda DeCosmo	Board President	HASD - BOE
Heather Balliet	Teacher	HEMS
Shelly Tobias	Parent	HEMS

Name	Position	Building/Group
Robert Barletta	District Level Leaders	LIU 18 Assessment Data Consultant
Michele Planutis	Other	HEMS Guidance Counselor
Dr. Michelle Zukoski	District Level Leaders	HASD Supervisor of Federal Programs
Dr. Brian Uplinger	Chief School Administrator	HASD Superintendent

ESTABLISHED PRIORITIES

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

**Outcome
Category**

and
Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy

Implementation of Imagine Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language G & A Hispanic Subgroup	All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning or Classroom Diagnostic Test.
English Language G & A ED Subgroup	All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning.
English Language G & A ED Subgroup	All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.	2021-10-02 - 2022-05-27	Grades 3-6 Reading/ELA Teachers	Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs, and Professional development

Anticipated Outcome

The Imagine Learning program will be utilized for 60 minutes per week focusing on the target goal of increasing growth and attainment by 5% while comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.

Monitoring/Evaluation

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

Evidence-based Strategy

Administration of Classroom Diagnostic Testing

Measurable Goals

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Measurable Goal Statement (Smart Goal)

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
7th and 8th grade content teachers will administer the Science, Reading/Lang. Arts, and Math Classroom Diagnostic Tests to all students each semester for growth and attainment comparison.	2022-01-01 - 2022-05-27	7th and 8th grade content specific teachers in Science, Reading/Language Arts, and Math	Federal funds will be utilized to support the school on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs

Anticipated Outcome

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

Monitoring/Evaluation

A monitoring committee comprised content -specific teachers from grades seven through eight. The committee will also incorporate

building administration.

Evidence-based Strategy

Intervention Math and Reading Specialists Additional Support/Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language G & A Hispanic Subgroup	All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning or Classroom Diagnostic Test.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	2021-09-20 - 2022-05-27	Reading and Math Intervention Specialists, and ESL	Federal funds will be utilized to support the school on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		educators	and Professional development

Anticipated Outcome

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

Monitoring/Evaluation

A monitoring committee comprised Reading/ELA teachers, Math, ESL instructors, and Reading and Math Interventionists from grades three through six. The committee will also incorporate building administration.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning or Classroom Diagnostic Test. (English Language G & A Hispanic Subgroup)</p>	<p>Implementation of Imagine Learning</p>	<p>Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.</p>	<p>10/02/2021 - 05/27/2022</p>
<p>All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning. (English Language G & A ED Subgroup)</p>			
<p>All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test. (English Language G & A ED Subgroup)</p>			

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<p>All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning. (English Language G & A ED Subgroup)</p>			
<p>All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test. (English Language G & A ED Subgroup)</p>			

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

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

Chief School Administrator

Brian Uplinger

2022-02-08

School Improvement Facilitator Signature

Building Principal Signature

Debbie Faith Kupsho

2022-02-08

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA Academic Growth

Math Academic Growth

Significant evidence that the school exceeded the standard for PA Academic Growth(English Language Learners ELA and Math)

Significant evidence that the school exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA and Math)

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

Monitor and evaluate the impact of professional learning on staff practices and student learning. *

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

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

Challenges

English Language Growth and Attainment-Hispanic

English Language Growth and Attainment - ED Subgroup

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

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

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

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

Foster a culture of high expectations for success for all students, educators, families, and community members.

Use systematic, collaborative planning processes to ensure

Strengths

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

Career Standards Benchmark - PA Future Ready

Our all student groups performance

ELA Academic Growth Score

ELA Percent Proficient/Advanced

Lowest performing 33% - ELA

Grade 5 ELA

Mathematics/Algebra 1 Growth Score

Math Academic Growth

Grade 5 Math Growth

College and Career Readiness

Challenges

instruction is coordinated, aligned, and evidence-based.

Identify professional learning needs through analysis of a variety of data.

Career Readiness

English Language Growth and Attainment-Hispanic

English Language Growth and Attainment - ED Subgroup

Economically Disadvantaged - Math

Science Growth Scores

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
English Language Growth and Attainment-Hispanic	-Lack of native language skills -Lack of fundamental skills -transient -Parents lack fundamental English language skills to support the needs of their child.	
English Language Growth and Attainment - ED Subgroup	-Lack of resources -Parents lack fundamental skills to support the needs of their child.	
Economically Disadvantaged - Math	-Parent ability level -Family priorities are not educational but rather survival -Lack of resources - Parents lack fundamental skills to support the needs of their child.	
The Hispanic subgroup did not meet the statewide interim goal and decreased from the previous year in part to deficiencies in their first language.	-Lack of native language skills -Lack of fundamental skills -Transient -Parents lack fundamental English language skills to support the needs of their child.	
The ED subgroup did not meet the statewide interim goal in English Language Attainment and decreased from the previous year due to possible factors: the lack of home resources and lack of parent/guardian education.	-Parent ability/education level -Family priorities are not educational but rather survival -Lack of resources - Parents lack fundamental skills to support the needs of their child.	
The Economically Disadvantaged subgroup did not meet the interim goal and decreased in performance from the previous year. (Math)	-Lack of native language skills -Parent ability/education level -Family priorities are not educational but rather survival -Lack of resources -Parents lack fundamental skills to support the needs of their child.	

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of Imagine Learning

Action Steps	Anticipated Start/Completion Date
Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.	10/02/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
A monitoring committee comprised Reading/ELA teachers from grade three through six. The committee will also incorporate building administration.	The Imagine Learning program will be utilized for 60 minutes per week focusing on the target goal of increasing growth and attainment by 5% while comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score.
Material/Resources/Supports Needed	PD Step
Federal funds will be utilized on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs, and Professional development	yes
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Action Plan: Administration of Classroom Diagnostic Testing

Action Steps	Anticipated Start/Completion Date
7th and 8th grade content teachers will administer the Science, Reading/Lang. Arts, and Math Classroom Diagnostic Tests to all students each semester for growth and attainment comparison.	01/01/2022 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
A monitoring committee comprised content - specific teachers from grades seven through eight. The committee will also incorporate building administration.	The anticipated output based on the action step is to increase growth and attainment by all students by a minimum of 5% when compared to the baseline BOY benchmark score to EOY Classroom Diagnostic content/subject area specific benchmarks.
Material/Resources/Supports Needed	PD Step
Federal funds will be utilized to support the school on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs	no
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Action Plan: Intervention Math and Reading Specialists Additional Support/Instruction

Action Steps	Anticipated Start/Completion Date
Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	09/20/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
A monitoring committee comprised Reading/ELA teachers, Math, ESL instructors, and Reading and Math Interventionists from grades three through six. The committee will also incorporate building administration.	Small group, direct instruction will target and address student academic weaknesses in math and reading skills with the anticipated outcome of growth and attainment of skills identified as weaknesses and/or concerns. Imagine Learning data and classroom specific formative assessments utilized by the reading and math interventionists will be analyzed to determine effectiveness.
Material/Resources/Supports Needed	PD Step
Federal funds will be utilized to support the school on the following materials/resources and supports: Teachers and or Long-term substitutes salary/benefits Supplemental and instructional materials/supplies Assessment/instructional programs licensing Parent and family engagement programs, and Professional development	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All students in the Hispanic subgroup in third through eighth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA either Imagine Learning or Classroom Diagnostic Test. (English Language G & A Hispanic Subgroup)</p> <p>All students in the economically disadvantaged subgroup in grades third through sixth will demonstrate five percent growth on average from BOY to EOY benchmark in ELA on Imagine Learning. (English Language G & A ED Subgroup)</p> <p>All students in the economically disadvantaged subgroup in seventh and eighth grades will demonstrate five percent growth on average from BOY to EOY in ELA on the Classroom Diagnostic Test. (English Language G & A ED Subgroup)</p>	Implementation of Imagine Learning	<p>Reading/ELA teachers in grades three through six will incorporate the utilization of Imagine Learning throughout the ELA curriculum with a target goal of 60 minutes per week.</p>	<p>10/02/2021 - 05/27/2022</p>
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Imagine Learning Professional Development	Math and Reading/ELA teachers grades 3-6	Imagine Learning Program and Student Learning Paths Imagine Learning student report/class reports generation Imagine Learning data analysis
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attainment of 5% growth from BOY benchmark to EOY benchmark.	09/20/2021 - 06/10/2022	Administration and Imagine Learning Representative
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
Faculty and Staff Development Meetings will be implemented as communication steps.	<p>Discuss and communicate Comprehensive Plan priority goals to assist in tracking and improving identified challenge areas.</p> <p>Communicate measurable goals and benchmark timelines to provide evidence as to whether our school is on track to achieve growth and attainment based on quarterly target goals and/or to guide mid-course corrections to increase the success of growth and attainment improvement efforts.</p>	<p>In-person faculty meetings led by school administrators will be held to build a collaborative culture and promote teaching and learning. In person elementary and middle school staff development grade level meetings will take place to address challenges and exchange ideas.</p>	<p>HEMS Teachers and Paraprofessional Staff will be the stakeholders in this meeting and have the opportunity to freely exchange ideas and notions via an in-person meeting.</p>	<p>September/October will be the anticipated timeline</p>
The HEMS Comprehensive Plan will be uploaded and showcased on the HEMS website with links on each Administrator's webpage to assist community	To inform parents, students, and community members of the established goals, engage all stakeholders, and support the educational goals and priorities of the comprehensive plan.	Administrators will upload to the HEMS Comprehensive Plan to HEMS website and Administrators pages.	The audience is comprised of HEMS students, parents, community members, HEMS Faculty and Staff, and other educational stakeholders.	November/December is the anticipated timeline.

**Communication
Step**

Topics of Message

Mode

Audience

Anticipated Timeline

members in
finding the plan.

