

Hazleton EI/MS

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hazleton Elementary Middle School		118403302
Address 1		
700 N . Wyoming St.		
Address 2		
City	State	Zip Code
Hazleton	PA	18201
Chief School Administrator		Chief School Administrator Email
Dr. Brian Uplinger		uplingerb@hasdk12.org
Principal Name		
Debbie Faith Kupsho		
Principal Email		
kupshod@hasdk12.org		
Principal Phone Number		Principal Extension
570-459-3221		22505
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Debbie Faith Kupsho	Principal	HEMS	kupshod@hasdk12.org
Dr. Matthew Scarcella	Assistant Principal	HEMS	scarcellam@hasdk12.org
Amy Tarone	Learning Support Teacher	HEMS	taronea@hasdk12.org
Carinne Karlick	ELL Teacher	HEMS	karlickc@hasdk12.org
David Shafer	Teacher- Middle Level Math	HEMS	shaferd@hasdk12.org
Ryan Wilner	Teacher-Middle Level Science	HEMS	wilnerr02@hasdk12.org
Greg Cechak	Teacher- Elem. Reading	HEMS	cechakg@hasdk12.org
Tina Mushinski	Local Business Owner	Third Base Luncheonette	thirdbaselunch@gmail.com
Maria Bautista Marte	Parent	HEMS	
Dr. Patrick Patte	Director of Curriculum	HASD	pattep@hasdk12.org
Tony Bonomo	Board President	HASD - BOE	bonomot@hasdk12.org
Heather Balliet	Education Specialist	HEMS Interventionist	ballieth@hasdk12.org
Robert Barletta	District Level Leaders	LIU 18 Assessment Data Consultant	barlettaro@hasdk12.org
Michele Planutis	Other	HEMS	planutism@hasdk12.org
Dr. Michelle Zukoski	District Level Leaders	HASD Supervisor of Federal Programs	zuskoskim@hasdk12.org
Dr. Brian Uplinger	Chief School Administrator	HASD Superintendent	uplingerb@hasdk12.org
Jessica Evancho	Parent	HEMS	
Rochelle Pacelli	Paraprofessional	HEMS	pacellir@hasdk12.org
J.T. Glenn	Teacher	HEMS	glennj@hasdk12.org
Tina Mooney	Teacher	HEMS	mooneyt@hasdk12.org
Reina Alberto	Teacher	HEMS	albertor@hasdk12.org
Luis Vasquez	Parent	Parent	
Maria Corrado	Education Specialist	HEMS Interventionist	corradow02@hasdk12.org

Vision for Learning

Vision for Learning

The vision of Hazleton Elementary/Middle school is to create an engaging, safe, inclusive learning environment that meets the academic, social, emotional, 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.

False K	False 1	False 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
PA Future Ready Index (College and Career Readiness Benchmark)	All student group exceeds the performance standard. The Career Standard Indicator identified 100% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6.
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).	Significant evidence shows that the school exceeded the growth standard; academic growth 76.0% for the all student group in comparison to the statewide average of 75.4 and state growth standard set at 70.0 It should be noted slight decrease from the previous year of 81.0%
PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)	Significant evidence offers that the all student group exceeded the growth standard; academic growth 81.8 in comparison to the statewide average of 74.9 and the state growth standard set at 70.0 It should be noted slight decrease from the previous year 91.4%
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations Science/Biology)	Significant evidence demonstrates that the school exceeded the growth standard; academic growth 71.0% for the all student group in comparison to the state growth standard set at 70.0.

Challenges

Indicator	Comments/Notable Observations
PA Future Ready Index (On Track Measures) percent of students chronically absence all student group did not meet performance standard.	All student group did not meet attendance performance standard. Percent of students not chronically absent was 51.2% compared to the statewide average of 73.9% and the statewide goal of 94.1

PA Future Ready Index (State Assessment Measures) Significantly below statewide average for advanced and proficient on the statewide assessments in ELA, Math and Science.	Below statewide average 54.5% (ELA), 38.3% (Math), and 58.0% (Science/Biology) of the all student group scoring advanced or proficient of the statewide assessments. All student group 25.9%, 5.6%, and 32.0% respectively.
PA Future Ready Index (State Assessment Measures) All student group did not meet proficient or advanced performance interim goal/improvement target in ELA, math and science.	Below statewide 2033 goal of 81.1 (ELA), 71.8% (Math), and 83.0% (Science/Biology) of the all student group scoring advanced or proficient of the statewide assessments. All student group 25.9%, 5.6%, and 32.0% respectively.
PA Future Ready Index (On Track Measures) All student group did not meet English Language Growth and Attainment interim goal/improvement target.	All student group percent English language growth and attainment performance of 20.7% compared to the statewide average performance of 29.0% and the statewide 2033 performance goal of 70.3%

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

Strengths

Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations English Language Art/Literature (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Evidence offers that the school exceeded the standard for PA Academic Growth. The statewide average for growth 75.4 compared to our school academic growth for the all student group was 76.0%. The statewide growth standard is set at 70.0
Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations English Language Art/Literature (PVAAS) ESSA Student Subgroups English Learners	Comments/Notable Observations Significant evidence that the English Learner exceeded the standard for PA Academic Growth with an increase in performance from the previous year (87.0 vs. 81.0).
Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations Mathematics/Algebra (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically	Comments/Notable Observations Significant evidence that Grade 5, 6, and 7 exceeded the standard for PA Academic Growth.

Disadvantaged, English Learners, Students with Disabilities	
Indicator PA Future Ready Index Meeting Annual Academic Growth Expectations Mathematics/Algebra (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Significant evidence demonstrates that the school exceeded the standard for PA Academic Growth. The statewide average growth score is 74.9 compared to academic growth of the all student group 81.7 and the state set standard performance goal of 70.0
Indicator PVAAS Meeting Annual Academic Growth Expectations Science/Biology (PVAAS) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Significant evidence presents that the Science/Biology-All student group exceeded the standard for PA Academic Growth. All student group meets the standard demonstrating growth 71.0% when compared to the statewide growth standard of 70.0%. It should be noted a slight decrease in performance from the previous year.

Challenges

Indicator Future Ready Index Proficient or Advanced on Pennsylvania Statewide Assessments. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Below statewide average of 54.5% (ELA), 38.3% (Math), and 58.9% (Science/Biology) of all student group scoring advanced or proficient of the statewide assessments. All student group 25.9%, 5.6%, and 32.0% respectively. (displayed growth from previous years)
Indicator Future Ready Index Regular Attendance (On Track Measures) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student group did not meet performance standard. Percentage of students with regular attendance was 51..2% compared to the statewide average of 73.9% and the statewide set performance standard at 94.1%
Indicator	Comments/Notable Observations

Future Ready Index (On Track Measures) English Language Growth and Attainment ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Below statewide average 29.0% for English Language Growth and Attainment. All student group performance of 20.7%. Economically Disadvantaged 23.5% English Learner 20.7% Hispanic 20.9%
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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.

All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).
PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations Science/Biology)

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.

Future Ready Index Regular Attendance (On Track Measures)
PA Future Ready Index (On Track Measures) English Language Growth and Attainment) All student group did not meet interim goal/improvement target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS PSSA English Language Arts Grades 4-8 Growth and Achievement	Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, 6, and 7 met growth and achievement, grade 5 well above standard and 6 above standard.
STAR Reading	Growth patterns exhibited in grades 3, 4, 5, and 6 compared to beginning of year to the end of the year benchmark administration. Growth Index: Third Grade +4.68 (well above) Fourth +4.10 (well above) Fifth Grade +0.76 (above) Sixth Grade +3.19 (well above)

English Language Arts Summary

Strengths

Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, 6, and 7 met growth and achievement, grade 5 well above standard and 6 above standard.

Challenges

On-Track Measures English Language Growth and Attainment all student group did not meet interim goal/improvement target. Percent English language growth and attainment 20.7% compared to statewide average of 29.0%. Statewide 2030 goal of 70.3%

All student group did not meet attendance performance standard. Percentage of students with regular attendance was 51.2% compared to the statewide average of 73.9% and the statewide set performance standard at 94.1%

Mathematics

Data	Comments/Notable Observations
Study Island and/or CDT (Grades 7 and 8)	Growth trends displayed in grade 8 Algebra I compared to beginning of year benchmark to end of year benchmark.
PVAAS PSSA Math Grades 4-8 Growth and Achievement	Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, and 8 met or exceeded the growth and achievement.
Star Math	Growth tends displayed in grades 4, and 5.

Mathematics Summary

Strengths

Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, and 8 met or exceeded the growth and achievement.

Trends in growth and achievement STAR Math and Math and Study Island/CDT benchmark data points.

Challenges

All student group did not meet attendance performance standard. Percentage of students with regular attendance was 51.2% compared to the statewide average of 73.9.2% and the statewide set performance standard at 94.1%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS PSSA Science Grades 4-8	Trends in growth and achievement for the 3 year average: Grade 8 meet the growth standard. Grade 4 was slightly below.
College and Career Readiness Benchmark	All student group exceeded the performance standard. The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6%.

Science, Technology, and Engineering Education Summary

Strengths

All student group exceeded the performance standard. The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6.

Challenges

Trends in growth and achievement for the 3 year average: Although grade 8 meet the standard it should be noted there was a decrease in performance from the previous year. Grade 4 was slightly below.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index (Career Standards Benchmark)	All student group exceeds performance standard. The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to 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.

PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the

statewide average of 89.6%.

All student group exceeded the performance standard.

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 with the notion that the Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index English Language Learners - English Language Growth and Attainment	Evidence that the English learner student group did not meet interim goal/improved target. English learner achieved 20.7% (increase in performance from the previous year) as compared to the statewide average of 29.0. Statewide 2030 goal of 70.3%
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the English Learner group did not meet the performance standard for regular attendance. Percent regular attendance for the English learner student group was 59.0% (increase from previous year of 30.8%).

Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Ready Index Students with Disabilities - English Language Growth and Attainment	Insufficient sample
PA Future Ready Index Students with Disabilities - Mathematics	Insufficient sample
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the students with disabilities student group did not meet the performance standard for regular attendance. Percent regular attendance for the students with disabilities student group was 40.0%. It should also be noted this was a increase from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index Economically Disadvantaged - English Language Arts/Literature	Evidence that the Economically disadvantaged group met or exceeded the annual growth expectations for ELA/Literature; Economically disadvantaged student group achieved 77.0 (decrease in performance from the previous year) as compared to the statewide average of 75.4. Statewide 2030 goal of 70.0% however it should be noted there was a decrease in performance from the previous year; however did not met the proficient or advanced interim goal/improvement target.
PA Future Ready Index Economically Disadvantaged- Mathematics	Evidence that the economically disadvantaged student exceeded the growth standard set at 70.0%. scoring 76.8% however did not met the proficient or advanced interim goal/improvement target.
PA Future Ready Index (On Track Measures) Regular Attendance	Evidence that the economically disadvantaged student group did not meet the performance standard for regular attendance. Percent regular attendance for the economically disadvantaged student group was 46.9%. It should also be noted this was a decrease from the previous year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Significant evidence that the Hispanic group met the annual growth expectations for ELA/Literature; academic growth 77.0 for the Hispanic group in comparison to the statewide average of 75.4. Significant evidence that the Hispanic group met the annual growth expectations for Mathematics; academic growth 81.2 for the Hispanic group in comparison to the statewide average of 74.9. Evidence that the Hispanic student group did not meet the performance standard for regular attendance. Percent regular attendance for the Hispanic student group was 51.8.0%. It should also be noted this was a increase from the previous year 30.8%.

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.

Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA, Math and Science)
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA, Math and Science)
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Hispanic ELA, Math, and Science)

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.

Evidence that the English learner student group did not meet interim goal/improved target for English Language Growth and Attainment measures. English learner achieved 20.7% (increase in performance from the previous year) as compared to the statewide average of 29.0. Statewide 2030 goal of 70.3%
Evidence that the students with disabilities, economically disadvantaged, English learner and Hispanic student groups did not meet the performance standard for regular attendance. It should also be noted there was a increase from the previous year.

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	Operational

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	Operational
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	Emerging
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	Operational

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student growth and attainment and adjust programs and instructional practices for enrichment, prevention, intervention, and remediation based on student learning needs.
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?

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, strategic planning processes to ensure instruction is coordinated, aligned, and evidence-based.
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
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).	True
PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)	True
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations Science/Biology)	False
Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, 6, and 7 met growth and achievement, grade 5 well above standard and 6 above standard.	False
All student group exceeded the performance standard. The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6.	True
Trends in growth and achievement 3 year average that the school met or exceeded the growth standard. Grades 4, 5, and 8 met or exceeded the growth and achievement.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA, Math and Science)	True
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA, Math and Science)	True
	False
	False
Trends in growth and achievement STAR Math and Math and Study Island/CDT benchmark data points.	False
PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6%.	True

All student group exceeded the performance standard.	False
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Hispanic ELA, Math, and Science)	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student growth and attainment and adjust programs and instructional practices for enrichment, prevention, intervention, and remediation based on student learning needs.	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
Future Ready Index Regular Attendance (On Track Measures)	False
PA Future Ready Index (On Track Measures) English Language Growth and Attainment) All student group did not meet interim goal/improvement target	False
On-Track Measures English Language Growth and Attainment all student group did not meet interim goal/improvement target. Percent English language growth and attainment 20.7% compared to statewide average of 29.0%. Statewide 2030 goal of 70.3%	False
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 51.2% compared to the statewide average of 73.9.2% and the statewide set performance standard at 94.1%	True
Continue with the notion that the Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands.	False
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 51.2% compared to the statewide average of 73.9% and the statewide set performance standard at 94.1%	False
Implement evidence-based strategies to engage families to support learning.	True
Use systematic, collaborative, strategic planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Identify and address individual student learning needs	True

Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Evidence that the English learner student group did not meet interim goal/improved target for English Language Growth and Attainment measures. English learner achieved 20.7% (increase in performance from the previous year) as compared to the statewide average of 29.0. Statewide 2030 goal of 70.3%	False
Evidence that the students with disabilities, economically disadvantaged, English learner and Hispanic student groups did not meet the performance standard for regular attendance. It should also be noted there was a increase from the previous year.	False
Trends in growth and achievement for the 3 year average: Although grade 8 meet the standard it should be noted there was a decrease in performance from the previous year. Grade 4 was slightly below.	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.

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group did not meet attendance performance standard. Percentage of students with regular attendance was 51.2% compared to the statewide average of 73.9.2% and the statewide set performance standard at 94.1%	Devise and implement an attendance incentive program to encourage and support regular attendance in school to address chronic absenteeism.	True
Implement evidence-based strategies to engage families to support learning.	PAC monthly meetings, Student Orientation, Meet the Teachers Night, Open House, STEM Night.	True
Identify and address individual student learning needs	Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, MyON etc.) into the reading and math curriculum to address individual student needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Significant evidence that the school met or exceeded the standard for PA Academic Growth (English Language Learners ELA, Math and Science)	Students who have the most to gain within the English Language have demonstrated significant growth.
Significant evidence that the school met or exceeded the standard for PA Academic Growth (Economically Disadvantaged ELA, Math and Science)	Growth is an asset given the demographics. Students continue to demonstrate growth, however struggle to meet the achievement standards of proficient and advanced.
All student group exceeded the performance standard. The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6.	Career Exploration/Choices 360
All Student Group Exceeds the Standard Demonstrating PA Future Ready Index (Growth Meeting Annual Academic Growth Expectations ELA/Literature).	Growth is an asset based on our demographics. Students continue to demonstrate growth, however struggle to meet the achievement standards of proficient and advanced. With a significant ELL population, ELA growth is a focus and has been a continued point of success.

PA Future Ready Index (All student group exceeds the standard demonstrating growth (Meeting Annual Academic Growth Expectations Mathematics/Algebra)	Growth is an asset based on our demographics. Students continue to demonstrate growth, but continue to struggle with achievement.
PA Future Ready Index (Career Standards Benchmark) The Career Standard Indicator identified 100.0% of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards compared to the statewide average of 89.6%.	Career Exploration Days/Choices 360
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Positive school environment has changed the culture of the staff and student body. It has also lead to the creation of positive attitudes and supports the overall success of the school.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	HEMS will devise a regular attendance incentive program to encourage and support students regular attendance at school. Communication will be sent to parents and guardians regarding the importance of school attendance and its direct impact on social, emotional, and intellectual growth and achievement.
	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.
	Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, MyON etc.) into the reading and math curriculum to address individual student needs.

Goal Setting

Priority: HEMS will devise a regular attendance incentive program to encourage and support students regular attendance at school. Communication will be sent to parents and guardians regarding the importance of school attendance and its direct impact on social, emotional, and intellectual growth and achievement.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Students with regular attendance will be compensated with attendance incentives to encourage, promote, and support regular attendance. Regular attendance is defined as students who miss less than ten (10) days in an academic calendar year.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance Incentive			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Send communications to parents and guardians regarding the significance of regular attendance in the development of a child's social, emotional, and intellectual growth and achievement. Devise a school wide regular attendance incentive program and rewards for students who display regular attendance. Communications will be sent weekly during the month of September then twice a month in October and November.	Devise a school wide regular attendance incentive program and rewards for students who display regular attendance.	Launch a school wide regular incentive program to promote the importance and significance of regular attendance.	Recognize and reward students with regular attendance for the 2024-2025 school year.

Priority: Incorporate and embed prevention, remediation, and intervention programs (STAR, Freckle, Imagine Learning, Reflex Math, MyON etc.) into the reading and math curriculum to address individual student needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Mathematics teachers in grades three through eight will incorporate the utilization of Reflex mathematics daily as part of the math curriculum with a target goal of growth and attainment of math facts (addition, subtraction, multiplication, and division).			
Measurable Goal Nickname (35 Character Max)			
Reflex Math / Imagine Learning Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics teachers in grades	Mathematics teachers in grades	Mathematics teachers in grades	Mathematics teachers in grades

3-8 will utilize Reflex math ten minutes on average daily to reinforce basic math facts.	3-8 will utilize Reflex math ten minutes on average daily to reinforce basic math facts.	3-8 will utilize Reflex math ten minutes on average daily to reinforce basic math facts.	3-8 will utilize Reflex math ten minutes on average daily to reinforce basic math facts.
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Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The reading and math interventionists will utilize Renaissance Learning's STAR Math and STAR Reading computer adaptive tests with the target goal for increasing the growth index score when comparing the established baseline score on the BOY benchmark to the EOY Imagine Learning Benchmark score. Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.			
Measurable Goal Nickname (35 Character Max)			
Math Interventionist (STAR)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administration of beginning of the year benchmark Imagine Learning Math for students in grades 3-6. Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	Direct/small group instruction will be provided by Intervention specialists to academically regressive students to target and address areas of weaknesses and concerns.	Administration of the End of the year benchmark Imagine Learning Math for students in grades 3-6 for comparison data purposes.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
LAS Links LAS Links K-12 Assessments are research-based tests that surveys the Listening, Reading, Writing, Communication and Speaking skills of English and Spanish language learners in Grades K-12.			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer the speaking and listening LAS Links	ELD teachers will provide LAS Links data to elementary and middle school teachers to have a better understanding of ELD levels and	ELD teachers will continue to support teachers and their ELD students by providing various accommodations	Administer the speaking and listening LAS Links to ELD students in grades 3-8

to ELD students in grades 3-8.	the various accommodations and adaptations that need to occur for growth and attainment of ELA skills.	and adaptation to their curriculum for growth and attainment of ELA skills.	for comparison data purposes (growth and attainment).
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Priority: 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.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Schedule monthly PAC (Parent Action Committee) meetings and parent engagement activities with the assistance of the reading and math interventionists. Both sets of interventionists will provide training and skills to improve language acquisition and academic growth and attainment.			
Measurable Goal Nickname (35 Character Max)			
Parent Engagement Activities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Schedule two parent action committee meetings and one parent engagement activity during the first quarter.	Schedule two parent action committee meetings and one parent engagement activity during the second quarter.	Schedule two parent action committee meetings and one parent engagement activity during the third quarter.	Schedule one parent action committee meetings and one parent engagement activity during the fourth quarter.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Middle school ELA and Reading teachers will pilot a new program called MyON developed by Renaissance to improve student engagement, growth and achievement. Teachers and students will utilize the Renaissance program called Myon 10 minutes or more daily into their classroom daily routine.			
Measurable Goal Nickname (35 Character Max)			
MyON			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional development for middle school reading and ELA teachers on the	Incorporate the MyON program into the reading and ELA classrooms for	Incorporate the MyON program into the reading and ELA classrooms for 10 minutes or more on a daily basis. Check reports for daily usage	Complete a data analysis regarding the MyON program for effectiveness and improving

Renaissance program MyON.	10 minutes or more on a daily basis.	minutes for the middle school reading and ELA teachers to ensure target goal of 10 minutes daily is being met.	individual student growth and achievement.
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Action Plan

Measurable Goals

Regular Attendance Incentive	Reflex Math / Imagine Learning Mathematics
Math Interventionist (STAR)	LAS Links
Parent Engagement Activities	MyON

Action Plan For: Regular Attendance Incentive Program

Measurable Goals:
<ul style="list-style-type: none"> Students with regular attendance will be compensated with attendance incentives to encourage, promote, and support regular attendance. Regular attendance is defined as students who miss less than ten (10) days in an academic calendar year.

Action Step		Anticipated Start/Completion Date	
Improve regular attendance of all students		2024-09-03	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Kupsho-Principal Dr. Scarcella- Assistant Principal Mrs. Planutis /Guidance Counselor	Financial resources are needed to support, encourage, and promote a school-wide attendance incentive program. Parent, family, and student buy in.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve regular attendance of our all student group to meet the state set standard in order to reduce chronic absenteeism.	Lindsay Wolfe (secretary) Wister Yuhas (attendance officer) Dr. Matthew Scarcella (assistant principal) Weekly monitor of daily attendance via Skyward attendance reports.

Action Plan For: Parent Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> Schedule monthly PAC (Parent Action Committee) meetings and parent engagement activities with the assistance of the reading and math interventionists. Both sets of interventionists will provide training and skills to improve language acquisition and academic growth

and attainment.

Action Step		Anticipated Start/Completion Date	
Monthly Parent Engagement Activities and PAC Meetings		2024-09-27	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Maria Corrado / Math Interventionist Heather Balliet / Reading Interventionist	Title 1 funds Interventionists to arrange and coordinate all the events.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Parent engagement activities designed to train parents in language acquisition, literacy skills, growth and attainment.	Maria Corrado (math interventionist) Heather Balliet (reading interventionist) Schedule monthly PAC meetings and schedule, plan, and coordinate monthly parent engagement activities.

Action Plan For: Implementation of Reflex Math

Measurable Goals:
<ul style="list-style-type: none"> Mathematics teachers in grades three through eight will incorporate the utilization of Reflex mathematics daily as part of the math curriculum with a target goal of growth and attainment of math facts (addition, subtraction, multiplication, and division).

Action Step		Anticipated Start/Completion Date	
Implementation of Reflex Mathematics in grades third through eighth		2024-09-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Matthew Scarcella-Assistant Principal	Reflex Math Licenses Teacher Buy In	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve math facts (addition, subtraction, multiplication, and division) to support growth and attainment in mathematics.	Dr. Matthew Scarcella (Assistant Principal) and math teachers (Smith, Shafer, O'Donnell and Glenn, Mooney, Ferguson) grades 3-8. Weekly monitoring of Reflex Math utilization will be implemented and monitored by the Assistant Principal, Dr. Scarcella.

Action Plan For: Las Links

Measurable Goals:
<ul style="list-style-type: none"> LAS Links LAS Links K–12 Assessments are research-based tests that surveys the Listening, Reading, Writing, Communication and Speaking skills of English and Spanish language learners in Grades K–12.

Action Step		Anticipated Start/Completion Date	
Implementation of LAS Links K–12 Assessments research-based tests to survey the Listening and Comprehension skills of English and Spanish language learners in Grades K–12.		2024-09-23	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Wagner / ELD Supervisor Elementary and Middle School ELD Teachers (Karlick, Astorino and Alberto)	Title 1 Funds Revised schedule to accommodate testing Laptops and headphones to administer tests	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
English language growth and attainment by achieving growth in Listening and Comprehension skills of English and Spanish language learners in Grades K–12.	A monitoring committee comprised of ELD teachers (Karlick, Alberto, and Astorino) in conjunction with Reading/ELA teachers from grades three through six (Badamo, Bogansky, Rinker, Cechak). The monitoring committee will also be comprised HEMS building administration (Dr. Scarcella and Ms. Kupsho) and HASD Supervisor of Federal Programs (Dr. Zukoski). LAS Links assessments will be administered twice (2) during the academic school year to monitor student growth and student attainment. This plan and its implementation will be monitored every 45 days (once per marking period) throughout the school year.

Action Plan For: Las Links

Measurable Goals:
<ul style="list-style-type: none"> LAS Links LAS Links K–12 Assessments are research-based tests that surveys the Listening, Reading, Writing, Communication and

Speaking skills of English and Spanish language learners in Grades K–12.

Action Step		Anticipated Start/Completion Date	
Implementation of LAS Links K–12 Assessments research-based tests to survey the Listening and Comprehension skills of English and Spanish language learners in Grades K–12.		2024-09-23	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Wagner / ELD Supervisor Elementary and Middle School ELD Teacher (Alberto)	Title 1 Funds Revised schedule to accommodate testing Laptops and headphones to administer tests	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in listening and comprehension skills to assist our English Language Learners with English language growth and attainment	ELD teachers (Karlick, Astorino and Alberto) and supervisor of ELD students (Mrs. Wagner). This plan and its implementation will be monitored every 45 days (once per marking period) throughout the school year utilizing Star, CDT, and LAS Links benchmarks assessments. (BOY, MOY, EOY) Results will be analyzed and instructional plans adjusted as necessary based upon the 45 day review/analysis.

Action Plan For: Implementation of the Renaissance program MyON

Measurable Goals:
<ul style="list-style-type: none"> Middle school ELA and Reading teachers will pilot a new program called MyON developed by Renaissance to improve student engagement, growth and achievement. Teachers and students will utilize the Renaissance program called Myon 10 minutes or more daily into their classroom daily routine.

Action Step		Anticipated Start/Completion Date	
Incorporate the MyON Renaissance program into the reading and ELA middle school classrooms for 10 minutes or more on a daily basis to improve student engagement, growth, and achievement in ELA.		2024-09-23	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Zukoski/Supervisor of Federal Programs	Renaissance Program MyOn Professional Development for teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
improve student engagement, growth, and achievement geared towards reading and English Language Arts.	A monitoring committee comprised of administration (Dr. Zukoski) in conjunction with middle school Reading/ELA teachers (Cole, and Dudeck). The monitoring committee will also be comprised HEMS building administration (Dr. Scarcella and Ms. Kupsho) and HASD Supervisor of Federal Programs (Dr. Zukoski). This plan and its implementation will be monitored every 45 days (once per marking period) throughout the school year utilizing Star, CDT, and other benchmarks assessments. (BOY, MOY, EOY) Results will be analyzed and instructional plans adjusted as necessary based upon the 45 day review/analysis.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Regular Attendance Incentive Program• Parent Family Engagement• Implementation of Reflex Math• Las Links• Las Links	Planners and Folders for Parent Engagement and Communication	3527.00
Other Expenditures	<ul style="list-style-type: none">• Parent Family Engagement	Coach books to increase academic performance on state assessments	5359.00
Instruction	<ul style="list-style-type: none">• Regular Attendance Incentive Program• Parent Family Engagement• Implementation of Reflex Math• Las Links• Las Links	Simple Solutions supplemental reading and math books	6700.00
Instruction	<ul style="list-style-type: none">• Regular Attendance Incentive Program	Salaries and Benefits for Title I teachers	604699.27

	<ul style="list-style-type: none"> • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links 		
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links 	Renaissance Math and Reading Programs and Star assessment	12690.00
Other Expenditures	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links 	Professional Development	1250.00
Instruction	<ul style="list-style-type: none"> • Parent Family Engagement 	Pamphlets to assist with reading and math growth and attainment.	1000.00
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links • Implementation of 	Learning A-Z reading and math supplemental program	5881.55

	the Renaissance program MyON		
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links • Implementation of the Renaissance program MyON 	Reading and math supplemental instructional books and programs, ie. Reflex, Secret Stories	8069.79
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links • Implementation of the Renaissance program MyON 	Reading and math manipulatives	4000.00
Instruction	<ul style="list-style-type: none"> • Regular Attendance Incentive Program • Parent Family Engagement • Implementation of Reflex Math • Las Links • Las Links • Implementation of the Renaissance 	Technology supplies - clear touch panels, etc.	4578.37

	program MyON		
Other Expenditures	<ul style="list-style-type: none"> Parent Family Engagement 	Trans Act parent engagement letters	506.00
Instruction	<ul style="list-style-type: none"> Regular Attendance Incentive Program Implementation of Reflex Math Implementation of the Renaissance program MyON 	Nearpod supplemental instructional program	6508.02
Instruction	<ul style="list-style-type: none"> Regular Attendance Incentive Program Implementation of Reflex Math Implementation of the Renaissance program MyON 	Imagine Learning reading and math program	30000.00
Total Expenditures			694769.0000000001

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of the Renaissance program MyON	Incorporate the MyON Renaissance program into the reading and ELA middle school classrooms for 10 minutes or more on a daily basis to improve student engagement, growth, and achievement in ELA.

Renaissance MyON

Action Step		
<ul style="list-style-type: none">Incorporate the MyON Renaissance program into the reading and ELA middle school classrooms for 10 minutes or more on a daily basis to improve student engagement, growth, and achievement in ELA.		
Audience		
Middle school reading and ELA teachers		
Topics to be Included		
Introduction and Overview of the MyON program developed by Renaissance Student engagement Student and teacher reports		
Evidence of Learning		
data reports (growth and achievement)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Zukoski	2024-09-23	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service professional development days (three) and a hybrid virtual trainings/question and answer sessions offered through Renaissance.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation SWP 24-25.pdf

Chief School Administrator	Date
Brian T. Uplinger	2024-09-04
Building Principal Signature	Date
Debbie Faith Kupsho	2024-09-04
School Improvement Facilitator Signature	Date