

VALLEY EL/MS

100 Rock Glen Rd

TSl non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Mission Statement The mission of the Hazleton Area School District is to provide a challenging and enriching education where all students are exposed to high career and academic standards, a rigorous curricula, and integrated technology in an inclusive environment.

STEERING COMMITTEE

Name	Position	Building/Group
Christopher Yourechko	Principal	Valley Elementary/Middle School
Jill Rodgers	School Counselor	Valley Elementary/Middle School
Megan Buchman	Math Teacher	Valley Elementary/Middle School
Cindy Pick	ELA Teacher	Valley Elementary/Middle School
Michael Balay	Special Education Teachers	Valley Elementary/Middle School
Mindy Staffin	Parent	Valley PTA
Stacia Kutney	ESL Teacher	Valley Elementary/Middle School
Laura Barletta	Vice Principal	Valley Elementary/Middle School
Dr. Patrick Patte	District Level Leaders	Hazleton Area School District Admin. Building
Jael Maue	Other	PTA President
Jaime Fiume	Education Specialist	Interventionalist
Ann Temborski	Paraprofessional	Paraprofessional
Dr. Brian Uplinger	Chief School Administrator	Superintendent

Name	Position	Building/Group
Michael Barletta	Community Member	Community Member

ESTABLISHED PRIORITIES

Priority Statement

Teachers need professional development addressing how to help each student make individual growth. This should include students that are very high achieving, students that are meeting benchmarks and students that need enrichment.

Outcome Category

Essential Practices 4: Foster Quality Professional Learning
Essential Practices 4: Foster Quality Professional Learning
English Language Growth and Attainment

When teachers are given strategies to help students make individual growth, some of the training should focus on how specila education and regular education teachers can collaborate to help address the needs of students with disabilities.

Essential Practices 1: Focus on Continuous Improvement of Instruction
English Language Growth and Attainment

Teachers need professional development addressing how to help each student make individual growth. This should include students that are very high achieving, students that are meeting benchmarks and students that need enrichment.

Essential Practices 2: Empower Leadership

Like ELA, math teachers need to be given specific professional development to address individual growth of all learners.

Essential Practices 1: Focus on Continuous Improvement of Instruction
Essential Practices 1: Focus on

Priority Statement**Outcome Category**

Continuous Improvement of Instruction

Professional learning

Professional learning

ACTION PLAN AND STEPS**Evidence-based Strategy**

School wide positive Behavior Program

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

ELA instructional improvement

Teachers will be exposed to ELA professional development every month. The trainings will focus on interpreting data and assessments of students and addressing the students' needs accordingly.

Building administrator goal

Administrators in individual buildings are given the opportunity to offer the professional development that the specific building needs.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train staff on Positive Behavior Program (SOAR)	2023-09-05 - 2023-09-05	Jill Rodgers-School Counselor	SOAR Expectations/handbook
Teacher implement individual SOAR incentives and class SOAR incentives	2023-09-05 - 2024-06-03	Jill Rodgers-School Counselor	Eagle Bucks/Eagle's nests
Monthly SOAR assembly to review SOAR expectations.	2023-09-05 - 2024-06-03	Jill Rodgers- School Counselor	SOAR Expectations

Anticipated Outcome

Student behavior will influence student achievement. STAR math and ELA and CDT scores will improve as per targets stated in the GOALS section.

Monitoring/Evaluation

Interventionist (Jaime Fiume); classroom teachers; Fall, Winter and Spring assessments along with daily formative assessments to continually monitor the effectiveness of the plan and make necessary changes when applicable.

Evidence-based Strategy

Establish Data Teams to provide data driven instruction in reading and math.

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a schoolwide assessment calendar.	2023-09-05 - 2024-06-03	Chris Yourechko, Principal Jaime Fiume, Interventionist	
Establish a schoolwide assessment calendar.	2023-09-05 - 2024-06-03	Chris Yourechko, Principal Jaime Fiume, Interventionist	
Convene Data teams to look at assessment data and plan instruction accordingly.	2023-10-18 - 2023-10-25	LIU 18 and Building Principal	LIU 18 Professional Development on Data Teams
Convene Data teams to look at assessment data and plan instruction accordingly.	2023-10-18 - 2023-10-25	LIU 18 and Building Principal	LIU 18 Professional Development on Data Teams
Convene Data teams to look at assessment data and plan instruction accordingly.	2024-01-15 - 2024-01-22	LIU 18 and Building Principal	LIU 18 Professional Development on Data Teams
Convene Data teams to look at assessment data and plan instruction accordingly.	2024-01-15 - 2024-01-22	LIU 18 and Building Principal	LIU 18 Professional Development on Data Teams
Convene Data teams to look at assessment data and plan instruction accordingly. Ongoing monitoring of	2024-05-20 - 2024-05-27	LIU 18 and Building Principal	LIU 18 Professional Development on Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
the plan.			Teams
Focus on data broken into subgroups. Most importantly, Economically disadvantaged, English Learner and Hispanic.	2023-09-05 - 2024-06-04	Interventionist, Jaime Fiume and School principal, Christopher Yourechko	
Anticipated Outcome			
Students will improve scores on STAR and CDT tests.			
Monitoring/Evaluation			
STAR and CDT tests given in the Fall, Winter and Spring.			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will be exposed to ELA professional development every month. The trainings will focus on interpreting data and assessments of students and addressing the students' needs accordingly. (ELA instructional improvement)	School wide positive Behavior Program	Train staff on Positive Behavior Program (SOAR)	09/05/2023 - 09/05/2023
Administrators in individual buildings are given the opportunity to offer the professional development that the specific building needs. (Building administrator goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Establish Data Teams to provide data driven instruction in reading and math.	Focus on data broken into subgroups. Most importantly, Economically disadvantaged, English Learner and Hispanic.	09/05/2023
			-
			06/04/2024

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.

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

Chief School Administrator

Brian T. Uplinger

2023-08-29

School Improvement Facilitator Signature

Building Principal Signature

Christopher Yourechko

2023-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Hispanic subgroup met or exceeded interim target and increased performance from previous year.

Hispanic subgroup increased performance from previous year (78)

All student group met or exceeded the interim target for growth in ELA (73)

All student group met or exceeded the interim target for growth in Math (75)

All student group meets the standard demonstrating growth in ELA (73). The statewide growth score is 70.

Hispanic group met the target for annual yearly growth in ELA and increased scores from the previous year.

All student groups and grade levels met the growth standard in math except for grade 8

All student group meets the standard of demonstrating growth in science (75). The statewide growth score is 70.

Challenges

All student group, english learner group, economically disadvantaged, and hispanic group did not meet interim goal/improvement target IN MATH

All student group, english learner group, economically disadvantaged group, and hispanic group did not meet interim goal/improvement target IN ELA

The following subgroups did not meet the standard for English Language Proficiency, English learner (14.46%, ED 9.09%, Hispanic 14.29%)

Hispanic, economically disadvantaged and students with disabilities did not meet the interim target and also scores decreased from previous year.

The hispanic, economically disadvantaged and student with disabilities group did not meet the interim goal/ target for improvement and also decreased from the previous year.

We do not have any other data sources for each academic area identified in this plan.

Strengths

The economically disadvantaged group met the target for annual yearly growth in ELA and increased scores for the previous year.

Implement an evidence-based system of schoolwide positive behavior interventions and supports *

Implement a multi-tiered system of supports for academics and behavior

All students complete Choices 360 curriculum.

The all student group met the standard for attendance (82.1%)

All student group meets the standard demonstrating growth in math (73). The statewide growth standard is 70.

Hispanic group met the target for annual yearly growth in math and increased scores from the previous year.

The economically disadvantaged group met the target for annual yearly growth in math.

Challenges

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Economically disadvantaged and students with disabilities did not make meet the interim growth target in science.

Hispanic groups did not meet the interim goal target and decreased scores from the previous year.

Hispanic group did not meet the interim goal target in math.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

The economically disadvantaged and hispanic group did not meet the standard for attendance.

Most Notable Observations/Patterns

There are three subgroups that we should focus on in the plan; Economically disadvantaged, English learner and Hispanic.

Challenges	Discussion Point	Priority for Planning
All student group, english learner group, economically disadvantaged, and hispanic group did not meet interim goal/improvement target IN MATH		
All student group, english learner group, economically disadvantaged group, and hispanic group did not meet interim goal/improvement target IN ELA	Teachers need to analyze data and see which students need to be challenged in order to make growth. Also teachers need to differentiate instruction to meet the needs of each learner so that they can make growth.	✓
The following subgroups did not meet the standard for English Language Proficiency, English learner (14.46%, ED 9.09%, Hispanic 14.29%)		
The hispanic, economically disadvantaged and student with disabilities group did not meet the interim goal/ target for improvement and also decreased from the previous year.		
Organize programmatic, human, and fiscal capital		

Challenges	Discussion Point	Priority for Planning
resources aligned with the school improvement plan and needs of the school community		
Hispanic, economically disadvantaged and students with disabilities did not meet the interim target and also scores decreased from previous year.	Teachers need more professional development in regards to ELA curriculum and the reading series.	✓
Hispanic groups did not meet the interim goal target and decreased scores from the previous year.	Teachers need more professional development in regards to Math curriculum and the reading series.	✓
Hispanic group did not meet the interim goal target in math.	Teachers need more professional development in regards to ELA curriculum and the reading series.	✓
Economically disadvantaged and students with disabilities did not make meet the interim growth target in science.		
The economically disadvantaged and hispanic group did not meet the standard for attendance.		

ADDENDUM B: ACTION PLAN

Action Plan: School wide positive Behavior Program

Action Steps	Anticipated Start/Completion Date
Train staff on Positive Behavior Program (SOAR)	09/05/2023 - 09/05/2023
Monitoring/Evaluation	Anticipated Output
Interventionist (Jaime Fiume); classroom teachers; Fall, Winter and Spring assessments along with daily formative assessments to continually monitor the effectiveness of the plan and make necessary changes when applicable.	Student behavior will influence student achievement. STAR math and ELA and CDT scores will improve as per targets stated in the GOALS section.
Material/Resources/Supports Needed	PD Step
SOAR Expectations/handbook	yes

Action Steps	Anticipated Start/Completion Date
Teacher implement individual SOAR incentives and class SOAR incentives	09/05/2023 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
Interventionist (Jaime Fiume); classroom teachers; Fall, Winter and Spring assessments along with daily formative assessments to continually monitor the effectiveness of the plan and make necessary changes when applicable.	Student behavior will influence student achievement. STAR math and ELA and CDT scores will improve as per targets stated in the GOALS section.
Material/Resources/Supports Needed	PD Step
Eagle Bucks/Eagle's nests	no

Action Steps	Anticipated Start/Completion Date
Monthly SOAR assembly to review SOAR expectations.	09/05/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Interventionist (Jaime Fiume); classroom teachers; Fall, Winter and Spring assessments along with daily formative assessments to continually monitor the effectiveness of the plan and make necessary changes when applicable.	Student behavior will influence student achievement. STAR math and ELA and CDT scores will improve as per targets stated in the GOALS section.

Material/Resources/Supports Needed	PD Step
SOAR Expectations	no

Action Plan: Establish Data Teams to provide data driven instruction in reading and math.

Action Steps	Anticipated Start/Completion Date
Establish a schoolwide assessment calendar.	09/05/2023 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.
Material/Resources/Supports Needed	PD Step
	no
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Action Steps	Anticipated Start/Completion Date
Establish a schoolwide assessment calendar.	09/05/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023
Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.
Material/Resources/Supports Needed	PD Step
LIU 18 Professional Development on Data Teams	yes

Action Steps	Anticipated Start/Completion Date
Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023

Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.

Material/Resources/Supports Needed	PD Step
LIU 18 Professional Development on Data Teams	yes

Action Steps	Anticipated Start/Completion Date
Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024
Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.
Material/Resources/Supports Needed	PD Step
LIU 18 Professional Development on Data Teams	yes

Action Steps	Anticipated Start/Completion Date
Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024
Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.
Material/Resources/Supports Needed	PD Step
LIU 18 Professional Development on Data Teams	yes

Action Steps	Anticipated Start/Completion Date
Convene Data teams to look at assessment data and plan instruction accordingly. Ongoing monitoring of the plan.	05/20/2024 - 05/27/2024
Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.
Material/Resources/Supports Needed	PD Step
LIU 18 Professional Development on Data Teams	

Action Steps	Anticipated Start/Completion Date
Focus on data broken into subgroups. Most importantly, Economically disadvantaged, English Learner and Hispanic.	09/05/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
STAR and CDT tests given in the Fall, Winter and Spring.	Students will improve scores on STAR and CDT tests.

Material/Resources/Supports Needed	PD Step
	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will be exposed to ELA professional development every month. The trainings will focus on interpreting data and assessments of students and addressing the students' needs accordingly. (ELA instructional improvement)	School wide positive Behavior Program	Train staff on Positive Behavior Program (SOAR)	09/05/2023 - 09/05/2023
Administrators in individual buildings are given the opportunity to offer the professional development that the specific building needs. (Building administrator goal)			
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023
	Establish Data Teams to provide data driven instruction	Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	in reading and math.		
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	10/18/2023 - 10/25/2023
	Establish Data Teams to provide data driven instruction in reading and math.	Convene Data teams to look at assessment data and plan instruction accordingly.	01/15/2024 - 01/22/2024
	Establish Data Teams to provide data driven	Focus on data broken into subgroups. Most importantly, Economically	09/05/2023 - 06/04/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	instruction in reading and math.	disadvantaged, English Learner and Hispanic.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Team Training	Teachers and School leaders	Looking at data and how to plan instruction accordingly.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lessons plans based on data	09/11/2023 - 09/18/2023	Principal, Christopher Yourechko

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
Share 2023-2024 plan with VEMS faculty and staff, steering committee and community.	2023-2024 School Level Plan	VEMS web page and school district email	VEMS faculty and staff, VEMS steering committee and VEMS community	June 30, 2023