

HASSON HEIGHTS SCH

833 Grandview Rd

Schoolwide Title 1 School Plan | 2020 - 2021

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|-------------------|-------------------------|------------------------------------|---------------------------|
| Matthew Siembida | Principal | Hasson | msiembida@mail.ocasd.org |
| Amy Highfield | Asst. Principal | Hasson | ahighfield@mail.ocasd.org |
| Chad Rosen | Business Representative | Rosen, Rosen, Varsek and Bloom | crosen@rrvb.org |
| Kim Bartley | Ed Specialist - Reading | Hasson | kbartley@mail.ocasd.org |
| Tammy Ruth | Ed Specialist - Reading | Hasson | truth@mail.ocasd.org |
| Shelly Stahl | Ed Specialist - Reading | Hasson | sstahl@mail.ocasd.org |
| Erin Bomboy | School Counselor | Hasson | ebomboy@mail.ocasd.org |
| Melissa Singleton | Regular Ed. Teacher | Hasson | msingleton@mail.ocasd.org |
| Shannon Witmer | Parent | Hasson | switmer@mail.ocasd.org |
| Amanda Garmong | parent | Hasson | amandagarmong@gmail.com |
| Kristy Siembida | Parent | Hasson | ksiembida@icloud.com |

Vision for Learning

Developing a culture that educates the whole child, focused on developing productive members of society.

Summary Of Strengths and Challenges

Strengths

| Strength | Consideration In Plan |
|--|------------------------------|
| All student groups exceeded the standard demonstrating growth in mathematics | Yes |
| Percent proficient/advanced in Mathematics/Algebra 1 | Yes |
| All student group exceeds the standard demonstrating growth in science | Yes |
| Continued adjustment of PCO's to align with PA Common Core | No |
| Teacher alignment of SLO's with identified needs | No |
| Continued adjustment of PCO's to align with PA Common Core | Yes |
| Teacher alignment of SLO's with identified needs | No |
| Continued adjustment of PCO's to align with PA Common Core | No |
| Teacher alignment of SLO's with identified needs | Yes |
| Continued adjustment of PCO's to align with PA Common Core | No |
| Teacher alignment of SLO's with identified needs | No |
| Continued adjustment of PCO's to align with PA Common Core | No |
| Teacher alignment of SLO's with identified needs | No |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | No |
| Identify and address individual student learning needs | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | No |
| Implement a multi-tiered system of supports for academics and behavior | No |
| Use multiple professional learning designs to support the learning needs of staff | No |

Challenges

| Challenge | Consideration In Plan |
|---|------------------------------|
| All students did not meet interim goal/improvement target in ELA | Yes |
| Students with disabilities that are not acquiring a proficient or advanced score on the state assessments | Yes |

| | |
|---|-----|
| Consistency with the delivery of effective instruction | Yes |
| Meeting individual student's needs | Yes |
| Consistency with the delivery of effective instruction | No |
| Meeting individual student's needs. | No |
| Consistency with the delivery of effective instruction | No |
| meeting individual student's needs | No |
| Consistency with the delivery of effective instruction | No |
| Consistency with the delivery of effective instruction | No |
| Collectively shape the vision for continuous improvement of teaching and learning | No |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | No |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | No |

Most Notable Observations/Patterns

The issue that we are always trying to hit a moving target is something that is very stressful to all the teachers involved. This shows us how important communication is among the teachers to make sure that we have all the data that we can use when trying to service each individual student.

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|--|--|
| All student groups exceeded the standard demonstrating growth in mathematics | ability to adjust the curriculum based on the math benchmarks helped make a big difference in the student's performance. |
| Percent proficient/advanced in Mathematics/Algebra 1 | |
| All student group exceeds the standard demonstrating growth in science | |
| Continued adjustment of PCO's to align with PA Common Core | |
| Teacher alignment of SLO's with identified needs | |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|---|--|-----------------------|---|
| All students did not meet interim goal/improvement target in ELA | This will be the second year with our new reading resource, hoping that the common academic vocabulary will help the student's progress more fluidly through the curriculum. Worried about the extra time off. | Yes | The new resource in its second year plus the teachers better utilizing the resources offered should produce a better outcome. |
| Students with disabilities that are not acquiring a proficient or advanced score on the state assessments | | No | |
| Consistency with the delivery of effective instruction | | No | |
| Meeting individual student's needs | Flexible grouping for intervention should help this situation. | Yes | The utilization of flexible grouping during intervention time on a daily basis should help meet student's individual needs. |

Goal Setting

Priority: The new resource in it's second year plus the teachers better utilizing the resources offered should produce a better outcome.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|-------------------------|--|---------------------------------|--|--|--|--|
| English Language Arts | To ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement. | AIMSweb Benchmarking | Students will "Close the performance gap" on their AIMS progress monitoring. | Students will "Close the performance gap" on their AIMS progress monitoring. | Students will "Close the performance gap" on their AIMS progress monitoring. | Students will "Close the performance gap" on their AIMS progress monitoring. |

Priority: The utilization of flexible grouping during intervention time on a daily basis should help meet student's individual needs.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|---|---|--------------------------|---|---|---|---|
| Essential Practices 3: Provide Student-Centered Support Systems | Students will work within their flexible grouping on a daily basis enabling them to work at their own level and progress throughout the curriculum at a much faster rate. | Intervention | Students moving up to "higher" groups will exceed students that are moving down 2/1 | Students moving up to "higher" groups will exceed students that are moving down 2/1 | Students moving up to "higher" groups will exceed students that are moving down 2/1 | Students moving up to "higher" groups will exceed students that are moving down 2/1 |

Action Plan

| Action Plan for: Flexible Grouping | | | | | |
|--|------------------------|--|----------------------------|---|----------|
| Measurable Goals | | Anticipated Output | | Monitoring/Evaluation | |
| <ul style="list-style-type: none"> AIMSweb Benchmarking Intervention | | Students will be able to move through the reading curriculum at a faster rate due to it being delivered to them at their functional level. Helping the students get caught up that need the help, as well as pushing the students that are further along to help them continue to work to achieve their goals. | | Weekly monitoring and discussion at grade level meetings to discuss the students' progress. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Student will be placed in groups based on their benchmarking scores as well as their progress monitoring throughout the school year. | 09/28/2020 | 06/04/2021 | Matthew Siembida/Principal | AIMSweb, | Yes |

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--------------------------------|--|
| Flexible Grouping | <ul style="list-style-type: none">• Student will be placed in groups based on their benchmarking scores as well as their progress monitoring throughout the school year. |

Professional Development Activities

| Grade Level meetings | | | | | | |
|--------------------------------------|----------------------|--|----------------------------|----------------------|--|--------------------------------------|
| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Grade Level Teachers | Resources in all subject areas as well as technology | Running record of meetings | Matthew Siembida | 10/12/2020 | 05/28/2021 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | | | This Step Meets the Requirements of State Required Trainings | |
| Collaborative curriculum development | Weekly | | | | Teaching Diverse Learners in an Inclusive Setting | |