Hasson Heights Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hasson Heights		106616203
Address 1		
833 Grandview Road		
Address 2		
City	**State**	**Zip Code**
Oil City	PA	16301
Chief School Administrator		**Chief School Administrator Email**
Dr. Lynda Weller		lweller@mail.ocasd.org
Principal Name		
Michael Rodriguez		
Principal Email		
mrodriguez@mail.ocasd.org		
Principal Phone Number		**Principal Extension**
814-677-8021		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mike Rodriguez		mrodriguez@mail.ocasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Siembida	Other	Hasson	msiembida@mail.ocasd.org
Tom Wolbert	Asst. Principal	Hasson	twolbert@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
Kristy Siembida	Parent	Hasson	ksiembida@icloud.com
Joe McFadden	Board Member	Oil City Area School District	jmcfadden@mail.ocasd.org
Edwin Benson	Education Specialist	Oil City Area School District	ebenson@mail.ocasd.org
Lynda Weller	Chief School Administrator	Oil City Area School District	lweller@mail.ocasd.org
Tracy Delmonaco	District Level Leaders	Oil City Area School District	tdelmonaco@mail.ocasd.org
Michael Rodriguez	Principal	Oil City Area School District	mrodriguez@mail.ocasd.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**False** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The district continues to exceed the state averages for proficient and advanced in the science exams by a wide margin.	Data from 2023
4th Grade students taking the ELA exam have met expectations for growth on the ELA exam from the most recent data.	Data from 2023

Challenges

Indicator	Comments/Notable Observations
Student attendance	21-22 data -- Student's with disabilities -- 50% All Student Group -- 60.9%; Econ Disadvantaged -- 53.9%
Students with disabilities achievement on the PSSA exams in both ELA and Math	ELA Students with Disabilities -- 23.1%; Math -- 19.2% ELA All Student group -- 52.9% (Statewide Average -- 54.5%); Math -- 50% (Statewide Average -- 38.3%)

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

Strengths

Indicator Science - growth and achievement of 4th grade students. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**
Indicator Science - Demonstrating growth **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** 98.0% of the economically disadvantaged students demonstrated growth.

Challenges

Indicator Students with disabilities attendance **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 21-22 data -- 50% for Students with Disabilities The district believes that the lull in attendance was due to the safety regulations related to the pandemic. Students were sent home to quarantine on multiple occasions in order to keep the rest of the students safe and healthy. This was predominant in the multiple disabilities classroom housed at Hasson Heights.
Indicator Local attendance reports **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**

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.

The district continues to exceed the state averages for proficient and advanced in the science exams by a wide margin.
4th Grade students taking the ELA exam have met expectations for growth on the ELA exam from the most recent data.

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.

Students with disabilities attendance
Students with disabilities that are not acquiring a proficient or advanced score on the state assessments in ELA and Math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	The staff uses Edinsight to observe and make instructional decisions based on the data.
AIMSweb	
Local Assessments	
Study Island	

English Language Arts Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SPM's with identified needs
Differentiated instruction programming

Challenges

Consistency with the delivery of effective instruction
Meeting individual student's needs
Fidelity to the locally designed pacing calendar and programming.

Mathematics

Data	Comments/Notable Observations
PSSA	The staff uses edInsight to track student data and make instructional decisions based on the data
Math Benchmark exams	The staff uses edInsight to track student data and make instructional decisions based on the data
Local Assessments	The staff uses edInsight to track student data and make instructional decisions based on the data
Study Island	The staff uses edInsight to track student data and make instructional decisions based on the data

Mathematics Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

Challenges

Consistency with the delivery of effective instruction
Meeting all individual student's needs

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	The staff uses edInsight to track student data and make instructional decisions based on the data
Local Assessments	The staff uses edInsight to track student data and make instructional decisions based on the data

Science, Technology, and Engineering Education Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SPM's with identified needs

Challenges

Consistency with the delivery of effective instruction
Meeting individual student's needs

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	From PDE
Career Readiness Skills Continuum	Derived in compliance with the standards from PDE
Elementary Naviance	In alignment with the Standards from PDE

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.

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

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.

Consistency with the delivery of effective instruction
Consistency in the application of the data that is collected to the daily instruction
Guidance is implementing a new career-readiness resource

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
IEP Goals	Individual student needs are assessed and reported every quarter of the school year

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

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.

Consistency with the delivery of effective instruction
Guidance is implementing a new career-readiness resource

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	Operational
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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify and address individual student learning needs
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff

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?

Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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
The district continues to exceed the state averages for proficient and advanced in the science exams by a wide margin.	False
4th Grade students taking the ELA exam have met expectations for growth on the ELA exam from the most recent data.	False
The district continues to exceed the state averages for proficient and advanced in the science exams by a wide margin.	False
4th Grade students taking the ELA exam have met expectations for growth on the ELA exam from the most recent data.	False
Continued adjustment of PCO's to align with PA Common Core	True
Teacher alignment of SPM's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SPM's with identified needs	True
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Identify and address individual student learning needs	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement a multi-tiered system of supports for academics and behavior	False
Use multiple professional learning designs to support the learning needs of staff	False
Differentiated instruction programming	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

Students with disabilities attendance	True
Students with disabilities that are not acquiring a proficient or advanced score on the state assessments in ELA and Math	True
Consistency with the delivery of effective instruction	False
Meeting individual student's needs	False
Fidelity to the locally designed pacing calendar and programming.	False
Consistency with the delivery of effective instruction	False
Consistency in the application of the data that is collected to the daily instruction	False
Guidance is implementing a new career-readiness resource	False
Meeting all individual student's needs	False
Consistency with the delivery of effective instruction	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Guidance is implementing a new career-readiness resource	False
Consistency with the delivery of effective instruction	False
Meeting individual student's needs	False
Consistency with the delivery of effective instruction	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
	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.

Meeting all the students' individual needs is something that the entire staff needs to focus on, not just the special education department. This shows us how important communication is among the teachers to ensure we have all the data we can use when trying to service each student. The school recognizes the importance of student attendance and its effect on continuous improvement. Therefore, the school is continuing its partnership with county programming to help students and their families eliminate obstacles that hinder their student's attendance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Students with disabilities attendance	We have a large number of students with disabilities who have significant medical conditions, which seem to be affecting attendance dramatically.	True
Students with disabilities that are not acquiring a proficient or advanced score on the state assessments in ELA and Math	Our students with disabilities are struggling with foundational skills in both reading and math. These skills would have been taught during their primary schooling years, greatly impacted by the pandemic.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued adjustment of PCO's to align with PA Common Core	
Teacher alignment of SPM's with identified needs	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Identify and address individual student learning needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We have a large number of students with disabilities who have significant medical conditions, which seem to be affecting attendance dramatically.
	Our students with disabilities are struggling with foundational skills in both reading and math. These skills would have been taught during their primary schooling years which were greatly effected by the pandemic.

Goal Setting

Priority: We have a large number of students with disabilities who have significant medical conditions, which seem to be affecting attendance dramatically.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The number of students with disabilities who are not habitually truant will increase from 50% to 75% over the next school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
75%	75%	75%	75%

Priority: Our students with disabilities are struggling with foundational skills in both reading and math. These skills would have been taught during their primary schooling years which were greatly effected by the pandemic.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will increase their academic achievement on the PSSA exams to 50%.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50%	50%	50%	50%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Student's with disabilities will increase their achievement on the Math PSSA exam to to 50%.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50%	50%	50%	50%

Action Plan

Measurable Goals

Attendance	ELA
Math	

Action Plan For: School-Wide Positive Behavior Plan

Measurable Goals:
• The number of students with disabilities who are not habitually truant will increase from 50% to 75% over the next school year.

Action Step		**Anticipated Start/Completion Date**	
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improve students' regular attendance for all, including students with disabilities.	weekly

Action Plan For: Co-Teaching Programming

Measurable Goals:

Action Step		**Anticipated Start/Completion Date**	
Adapting the Co-Teaching schedule to include more time for students with disabilities to utilize the resource rooms and work on their foundational skills more often with special education teachers.		2024-08-27	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Matthew Siembida, Principal Shannon Witmer, Special Education teacher Abby Fontanazza, Special Education teacher	Multiple supplemental materials for both reading and math.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students with disabilities in both third and fourth grade will	Benchmarking will be done three times per school year. Progress reports are sent to the

increase their scores on the ELA and Math PSSAs.	students' homes once per quarter. PSSA exams happen once per school year.

Action Plan For: Outreach Programing

Measurable Goals:
• The number of students with disabilities who are not habitually truant will increase from 50% to 75% over the next school year.

Action Step		**Anticipated Start/Completion Date**	
Continue working with the Outreach program through the county's CYS programming.		2024-08-27	2026-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jodie Saeli, Outreach Matt Haines, Outreach Coordinator Matthew Siembida, Principal	SIS Frequent meetings with the program leaders to ensure follow through.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improve students' regular attendance for all, including students with disabilities.	weekly

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Co-Teaching Programming	Reading Specialist/Teacher Salaries	216339
Instruction	• School-Wide Positive Behavior Plan • Co-Teaching Programming • Outreach Programing	Reading Specialist Benefits	121547
Instruction	• Co-Teaching Programming	Math Specialist/Teacher Salaries	45517
Instruction	• Co-Teaching Programming	Math Specialist Benefits	25758
Instruction	• School-Wide Positive Behavior Plan • Co-Teaching Programming • Outreach Programing	Guidance Salaries	57646
Instruction	• School-Wide Positive Behavior Plan • Co-Teaching Programming • Outreach Programing	Guidance Benefits	38351
Instruction	• Co-Teaching	Early Childhood Para Salaries	25296

	Programming			
Instruction	• Co-Teaching Programming	Early Childhood Para Benefits	30112	
Instruction	• Co-Teaching Programming	Reading Para Salaries	50376	
Instruction	• Co-Teaching Programming	Reading Para Benefits	48293	
Instruction	• Outreach Programing	Math Para Salaries	25080	
Instruction	• Co-Teaching Programming	Math Para Benefits	18182	
Total Expenditures				702497

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Co-Teaching Programming	Adapting the Co-Teaching schedule to include more time for students with disabilities to utilize the resource rooms and work on their foundational skills more often with special education teachers.

Structured Literacy Training

Action Step		
• Adapting the Co-Teaching schedule to include more time for students with disabilities to utilize the resource rooms and work on their foundational skills more often with special education teachers.		
Audience		
Special Education Staff		
Topics to be Included		
ELA		
Evidence of Learning		
Certificate of completion		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Matthew Siembida/Principal	2023-08-10	2024-06-05

Learning Format

Type of Activities	Frequency
Course(s)	various
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
• Targeted School Improvement_signature page (24-25).pdf

Chief School Administrator	**Date**
Lynda G. Weller	2024-11-01
Building Principal Signature	**Date**
Mike Rodriguez	2024-11-01
School Improvement Facilitator Signature	**Date**