HAZLETON AREA CAREER CENTER

1451 W 23rd St

Comprehensive Plan | 2020 - 2023

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.

VISION STATEMENT

The Hazleton Area School District prides itself in providing a comprehensive academic experience in a safe and supportive learning environment where each student is afforded the opportunity to become knowledgeable, responsible, and productive individuals, who can succeed in a diverse global community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Believe in making choices, transferring knowledge, and applying skills in order to take an active role in their learning. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that educators, parents, students and the community members should work together to make the school a place where students feel both physically and emotionally safe so that they will focus on learning.

STAFF

Believe that educators, parents, students and the community members should work together to make the school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners. Believe that education should teach students how to think not what to think. Believe that school should be a place where students are guided in becoming both socially responsible and service oriented in order to become productive members of the community. Believe that teaching students to use technology effectively as a tool for educational purposes , such as conducting research, sharing ideas, and working with others, is essential in preparing students to be college and career ready.

ADMINISTRATION

Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners. Believe that education should teach students how to think not what to think. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning community. Believe that school should be a place where students are guided in becoming both socially responsible and service oriented in order to become productive members of the community.

PARENTS

Believe that parents/guardians are the child's first teacher and an integral part of their educational success and ultimately the school district's success is based on their support. Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning environment. Believe that parents, educators, community members and students should work together to make school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners.

COMMUNITY

Believe that integrity, mutual respect, compassion, and trust provide the foundation for a healthy learning environment. Believe that parents, educators, community members and students should work together to make school a place where students feel both physically and emotionally safe so that they will focus on learning. Believe that the task of education is to provide a rigorous curriculum that will help students acquire the communication, problem solving, and critical thinking skills that will enable them to become lifelong learners.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Robert Barletta	Other	LIU18
Brian Uplinger	Administrator	HASD
Patrick Patte	Administrator	HASD
Kenneth Briggs	Administrator	HASD
Patricia Galloway	Administrator	HASD
Debra Yanuzzi	Administrator	HASD
Lori Herman	Administrator	HASD
Michael Pozzessere	Administrator	HASD
Michele Planutis	Staff Member	HASD
Tara Toohil	Other	State Representative
Randi Chapin	Staff Member	HASD
Jocelyn Strenchock	Other	CanDo, Inc.
Joe Lettiere	Other	CanDo, Inc.

Name	Position	Building/Group
Linda DeCosmo	Board Member	HASD
Cathy Colangelo	Other	Partners In Education

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Essential Practices 4: Foster Quality Professional Learning
Use systematic, collaborative planning processes to develop and enact a standards aligned ELD curriculum for grades 9-12 tying into core standards and ACTFL.	Essential Practices 3: Provide Student-Centered Support Systems English Language Growth and Attainment
Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in ELA and math for students with disabilities in grades 9-12.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
ELD Curriculum: Literacy Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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ELL Curriculum	100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Literacy instruction support in a student's native language. Literacy support for ELD students and their families	2019-09-02 - 2022-06-30	ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher	1. Cengage Learning, National Geographic, Digital Access Licenses for all ELD students. 2. Credit Recovery for Migrant and ELD students 3. Translation Computers and bilingual communication monitors ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development
Vocabulary Improvement Program (VIP) for ELs.	2019-09-30 - 2022-06-30	ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher	Targeted Word List Historical & Fictional Text Professional Development Computer Programs
Align ELD l & 2 to ACTFL Standards	2020-02-20 - 2020-06-20	ELD Teacher World Language Teacher Dual Certified ELD/World Language Teacher World Language Department Chair Director of Curriculum	ACTFL Standards ELD Standards CANDO Descriptors Textbooks Computer Programs
Align ELD 3 & 4 to ELA Standards	2019-09-02 - 2020-01-24	ELD Teacher ELA Teacher English Department Chair	ELD Standards CANDO Descriptors ELA Standards ELA Curriculum Textbooks Computer Programs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		World Language Department Chair Director of Curriculum	

Anticipated Outcome

Providing examples of performance tasks evidencing adherence to the ELA curriculum

Monitoring/Evaluation

Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Literacy instruction support in a student's native language. Literacy support for ELD students and their families	09/02/2019 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Align ELD I & 2 to ACTFL Standards	02/20/2020 - 06/20/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Align ELD 3 & 4 to ELA Standards	09/02/2019 - 01/24/2020

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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement		2021-05-20

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

Superintendent/Chief Executive Officer	Brian Uplinger	2021-06-16
School Improvement Facilitator Signature		
Building Principal Signature		

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature: All student groups meet the Standard Demonstrating Growth.

Mathematics/Algebra: All student groups meet the Standard Demonstrating Growth.

Science/Biology: All student group exceeds the Standard Demonstrating Growth.

Advanced on Industry-Based Competency Assessment: All Student Groups

Advanced Industry-Based Competency Assessment 8.8% of the all student group exceeded the statewide average. 5.9% of ELs exceeded the statewide average.

College and Career Readiness 98.4% of all students exceeded the statewide performance standard. 100% of students with disabilities exceeded the statewide performance standard. 95.5% of ELs met or exceeded the interim target.

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

Challenges

Several schools within the HASD have been labeled as CSI, A-TSI, or TSI due to students' difficulties with English, Special Education, Economically disadvantaged, Attendance, and Graduation Rate.

English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Attendance (Students with disabilities)

Identify and address individual student learning needs

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

Use multiple professional learning designs to support the learning needs of staff

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

Strengths	Challenges
Provide frequent, timely, and systematic feedback and support on instructional practices	Graduation Rate (Students with disabilities)
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Graduation Rate (ELs)
98.4% of all students exceeded the statewide performance standard.	Attendance (Students with disabilities)
8.8% of the all student group exceeded the statewide average.	All Student Group Did Not Meet Interim Goal/Improvement Target - Proficient or Advanced on Pennsylvania State Assessments (Science/Biology)
Mathematics/Algebra PVAAS Growth The all student group met or exceeded the interim target for growth (78.0) Statewide Growth Standard (70.0) ELs met or exceeded the statewide goal (79.0) Graduation Rate (ELs) ELs have a graduation rate that is approximately 12% (64.09%) below the state average (76.7%).	At the secondary level, students entering from other school districts not prepared at grade level
	It's difficult to have low class sizes due to our increasing student population leading to less on-on-one instruction
The all student group met or exceeded the statewide goal (82.0) Statewide Growth Standard (70.0) ELs met or exceeded the interim target for growth (86.0)	At the secondary level, students entering from other school districts not prepared at grade level
	It's difficult to have low class sizes due to our increasing student population leading to less on-on-one instruction
Curriculum updates have assisted our students in reaching proficiency	All Student Group Did Not Meet Interim Goal/Improvement Target - Proficient or Advanced on Pennsylvania State Assessments (Science/Biology) - 42.2% - (Statewide Average - 64.3%)
Teacher Professional Development in ELA content areas and research based instructional strategies	All Student Group Advanced - 15.5% - Statewide Average - 28.9%

Strengths

Prior to the pandemic, student attendance improved

Updated technology and on line resources

Teacher Professional Development in Mathematic content areas and research based instructional strategies

26% increase of students in grade 11 were proficient or advanced on Keystones, prior to this it was 11% proficient in grade 11

Updated technology and on line resources

Prior to the pandemic, student attendance improved

Meeting Annual Academic Growth Expectations (PVAAS)- 100% - (Statewide Growth score - 74.9%)

All Student Group Exceeds the Standard Demonstrating Growth - (PVAAS) - 100% - (Statewide Average Growth Score - 75.1%)

Most Notable Observations/Patterns

The District is committed to providing high rigor and high relevance to all students within our boarders. HASD is committed to working with all student groups in order to assist them with their future successes. Many of the items listed as challenges are already being addressed through the use of the Increasing Student Achievement plan authored by Superintendent Uplinger. A significant portion of the plan has been implemented. We are seeing positive results with the implementation.

Challenges	Discussion Point	Priority for Planning
Several schools within the HASD have been labeled as CSI, A-TSI, or TSI due to students' difficulties with English, Special Education, Economically disadvantaged, Attendance, and Graduation Rate.		
English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target		
Graduation Rate (Students with disabilities)		
Graduation Rate (ELs)		
Attendance (Students with disabilities)		

ADDENDUM B: ACTION PLAN

Action Plan: ELD Curriculum: Literacy Instruction

Action Steps	Anticipated Start/Completion Date
Literacy instruction support in a student's native language. Literacy support for ELD students and their families	09/02/2019 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.	Providing examples of performance tasks evidencing adherence to the ELA curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
1. Cengage Learning, National Geographic, Digital Access Licenses for all ELD students. 2. Credit Recovery for Migrant and ELD students 3. Translation Computers and bilingual communication monitors ACTFL Standards WIDA Scores Rosetta Stone Laptops Headsets Microphones Professional Development	yes	yes

Action Steps	Anticipated Start/Completion Date
Vocabulary Improvement Program (VIP) for ELs.	09/30/2019 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.	Providing examples of performance tasks evidencing adherence to the ELA curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
Targeted Word List Historical & Fictional Text Professional Development Computer Programs	yes	yes

Action Steps	Anticipated Start/Completion Date
Align ELD I & 2 to ACTFL Standards	02/20/2020 - 06/20/2020

Monitoring/Evaluation	Anticipated Output
Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.	Providing examples of performance tasks evidencing adherence to the ELA curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
ACTFL Standards ELD Standards CANDO Descriptors Textbooks Computer Programs	yes	yes

Action Steps	Anticipated Start/Completion Date
Align ELD 3 & 4 to ELA Standards	09/02/2019 - 01/24/2020

Monitoring/Evaluation	Anticipated Output
Biweekly professional development meetings to discuss student data/outcomes and opinions for growth. A building administrator will be responsible for evaluating and monitoring the implementation process.	Providing examples of performance tasks evidencing adherence to the ELA curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
ELD Standards CANDO Descriptors ELA Standards ELA Curriculum Textbooks Computer Programs	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Literacy instruction support in a student's native language. Literacy support for ELD students and their families	09/02/2019 - 06/30/2022
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100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Align ELD 3 & 4 to ELA Standards	09/02/2019 - 01/24/2020

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Cross-disciplinary (ELA and World Language) Instructional Teams	Teachers and Administrators	Literacy Instruction in a Student's Native Language • Vocabulary Improvement Program (VIP) for ELs. • Pathway- The program is primarily focused on writing, but it seeks to improve reading comprehension as well.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Providing examples of performance tasks evidencing adherence to the ELA curriculum • Analyzing the average growth of Lexile and WIDA scores	09/02/2019 - 06/30/2022	Administrator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	
1b: Demonstrating Knowledge of Students	
1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
NOCTI	CTC Teachers	Understanding data and how to access reports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student data	09/01/2020 - 06/15/2021	Administrators and Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	
1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Literacy instruction support in a student's native language. Literacy support for ELD students and their families	2019-09-02 - 2022-06-30
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Vocabulary Improvement Program (VIP) for ELs.	2019-09-30 - 2022-06-30
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Align ELD I & 2 to ACTFL Standards	2020-02-20 - 2020-06-20
100% of ELL classes will have a curriculum that will encompass all four levels by June 30, 2020. (ELL Curriculum)	ELD Curriculum: Literacy Instruction	Align ELD 3 & 4 to ELA Standards	2019-09-02 - 2020-01-24

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
ELD Communication Plan	Teachers, Paraprofessionals	Literacy support for ELD students and their families

Anticipated Timeframe	Frequency	Delivery Method
02/02/2020 - 02/02/2022	At least monthly communications will be provided to staff members	Email

Lead Person/Position
Patricia Galloway, ELD Supervisor

Communication Step	Audience	Topics/Message of Communication
Alignment of Curriculum	Teachers, Paraprofessionals	Curriculum development for ELD students aligning ELD 1 and ELD 2 to ACTFL Standards

Anticipated Timeframe	Frequency	Delivery Method
02/02/2020 - 02/02/2022	At least a monthly meeting to discuss progress on curriculum development with the Director of Curriculum, teachers and paraprofessionals	Other

Lead Person/Position		
Patricia Galloway, ELD Supervisor		

Communication Step	Audience	Topics/Message of Communication
Vocabulary Improvement for ELDs	Teachers, Paraprofessionals	English language vocabulary acquisition by ELD students

Anticipated Timeframe	Frequency	Delivery Method
02/02/2020 - 02/02/2022	At least monthly communications will be provided to staff members	Email

Lead Person/Position		
Patricia Galloway, ELD Supervisor		

Communication Step	Audience	Topics/Message of Communication
Alignment of Curriculum #2	Teachers, Paraprofessionals	Curriculum development for ELD students aligning ELD 3 and ELD 4 to ACTFL Standards

Anticipated Timeframe	Frequency	Delivery Method
02/02/2020 - 02/02/2022	At least a monthly meeting to discuss progress on curriculum development with the Director of Curriculum, teachers and paraprofessionals.	Other

Lead Person/Position
Patricia Galloway, ELD Supervisor

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
FCRPP will be located on the District website to ensure priorities, measurable goals and evidence-based strategies outlined in our comprehensive plan, as well as progress toward implementing the action plans and progress toward achieving yearly targets for each measurable goal will be communicated.	FCRPP (Comprehensive Plan)	District Website	All community members, parents/guardians, students	Immediately upon approval
FCRPP will be shared with parents to ensure priorities, measurable goals and evidence-based strategies outlined in our comprehensive plan, as well as progress toward implementing the action plans and progress toward achieving yearly targets for each measurable goal will be communicated.	FCRPP (Comprehensive Plan)	School Messenger	Parents/guardians, students	Immediately upon approval