

HAZLETON AREA SD

1515 W 23rd St

Comprehensive Plan | 2023 - 2026

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 individual, 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	Other	HASD Superintendent
Patrick Patte	Administrator	HASD Assistant to the Superintendent for Curriculum
Kenneth Briggs	Administrator	HASD Technology Director
Michelle Zukoski	Administrator	HASD Supervisor of Federal Programs
Robert Mehalick	Administrator	HASD Assistant to the Superintendent for Pupil Services
Jeanne Conahan	Administrator	Principal HTELC/ASES
Lauren Conston	Staff Member	Hazleton Area High School teacher
Justine Franek	Staff Member	HASD Paraprofessional FEMS
Jill Rodgers	Staff Member	VEMS Guidance Counselor
Dane Watro	Community Member	Local State Representative
Allyson Trella	Staff Member	Interventionist HTEMS
Marylynn Hartz	Staff Member	Elementary teacher FEMS

Name	Position	Building/Group
Greyami Guzman	Staff Member	Bilingual liasion
Jason Lagowy	Administrator	Principal Elementary/Middle School FEMS
Lindsay Wagner	Administrator	HASD Supervisor of ELLs
Danielle Uplinger	Parent	Hazleton Area parent
Cathy Colangelo	Other	Partners In Education
Ellen McBride	Board Member	HASD School Board President
Joe Lettiere	Community Member	CanDo, Inc.
Eileen Panzarella	Community Member	Pathways to Recovery
Jeff Weed	Administrator	HASD Assistant Director of Special Education
Madison Uplinger	Student	HAAS
Ann Conflitti	Other	HASD data
Jessica Craig	Staff Member	ELD teacher

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through the continued implementation of intervention strategies and supplemental support provided by the interventionists, the economically disadvantaged students will receive the tiered supports necessary for increased growth/achievement.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Our priority is to significantly improve the graduation rate and attendance of ELL and Special Education students through implementing targeted strategies and support programs that will elevate attendance to meet or exceed state standards.	Graduation rate
Use systematic, collaborative planning processes to ensure instruction and assessments are coordinated, aligned, and evidence-based in math for all students. In accordance with the 2022 Future Ready Index math results, addressing this challenge and implementing targeted interventions to support student progress is a top priority in our educational initiatives.	Mathematics
For the past few years, English language learners (making up over 60% of the student population) have exhibited lower achievement.	English Language Growth and Attainment

ACTION PLAN AND STEPS



Evidence-based Strategy

ELD Curriculum: Structured Literacy Instruction- English Language Growth

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

English Language Growth By June 2026, 50% of HASD schools will meet or exceed the SY2025-2026 the Future Ready statewide average of English language growth and attainment on the WIDA ACCESS

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.

2023-09-05 -
2026-06-30

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, and professional development.

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.

Evidence-based Strategy				
Tiered Interventions				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
Economically Disadvantaged	Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students in grades 3-8 scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Teachers and interventionists will provide targeted, tiered, systematic, and explicit instruction/intervention and supplemental support based on students' ELA assessment results to increase achievement.	2023-09-05 - 2026-06-30	Teachers and Interventionists	Supplemental instructional materials, leveled readers, STAR, Imagine Learning, Freckle, Lalilo, CDT, Study Island	
Anticipated Outcome				
Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students in grades 3-8 scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data.				

Monitoring/Evaluation

Administrators, teachers, and interventionists will meet to discuss assessment results and progress three times a year.

Evidence-based Strategy

Schoolwide Positive Behavior and Attendance Incentive

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation/Attendance	By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a positive behavior/attendance program at the high school to increase students' behavior/attendance.	2023-09-05 - 2026-06-30	Administrators and teachers	Positive Behavior/Attendance incentives

Anticipated Outcome

By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by

the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups.

Monitoring/Evaluation

Administrators and teachers will monitor the attendance rate monthly throughout the school year and modify plans accordingly to increase attendance.

Evidence-based Strategy

Universal Screening in Math with Explicit Systematic Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	Through targeted interventions and educational initiatives, there will be an increase of 15% of K-6 students scoring at or above the STAR Math proficiency benchmark by June 30, 2026, as compared to the baseline data gathered from the STAR benchmark assessment results.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After a universal screening, explicit systematic targeted interventions and educational initiatives will be implemented and progress monitored to increase math achievement.	2023-09-05 - 2026-06-30	Administrator and teachers	STAR assessment, Freckle, Imagine Math Facts, Simple Solutions, math manipulatives.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Anticipated Outcome			
Through targeted interventions and educational initiatives, there will be an overall increase of 15% of K-6 students scoring at or above the STAR Math proficiency benchmark by June 30, 2026, as compared to the baseline data gathered from the STAR benchmark assessment results.			
Monitoring/Evaluation			
Administrators and teachers will review assessment results 3 times a year and modify instructional plans according to assessment data results.			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 50% of HASD schools will meet or exceed the SY2025-2026 the Future Ready statewide average of English language growth and attainment on the WIDA ACCESS (English Language Growth)	ELD	Literacy	09/05/2023
	Curriculum:	Instruction	-
	Structured	support in a	06/30/2026
	Literacy	student's native	
	Instruction-	language. Literacy	
	English	support for ELD	
	Language	students and their	
	Growth	families.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students in grades 3-8 scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data. (Economically Disadvantaged)	Tiered Interventions	Teachers and interventionists will provide targeted, tiered, systematic, and explicit instruction/intervention and supplemental support based on students' ELA assessment results to increase achievement.	09/05/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through targeted interventions and educational initiatives, there will be an increase of 15% of K-6 students scoring at or above the STAR Math proficiency benchmark by June 30, 2026, as compared to the baseline data gathered from the STAR benchmark assessment results. (Math)	Universal Screening in Math with Explicit Systematic Instruction	After a universal screening, explicit systematic targeted interventions and educational initiatives will be implemented and progress monitored to increase math achievement.	09/05/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2026, 50% of HASD schools will meet or exceed the SY2025-2026 the Future Ready statewide average of English language growth and attainment on the WIDA ACCESS (English Language Growth)	ELD	Literacy	09/05/2023
	Curriculum: Structured Literacy Instruction-English Language Growth	Instruction support in a student's native language. Literacy support for ELD students and their families.	- 06/30/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school’s governing board and submission to the Department.

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

Chief School Administrator	Brian T. Uplinger	2023-10-23
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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.

83% of first grade students were proficient or above in mastering the foundational skills of print concepts on the STAR Early Literacy Assessment.

Continuous monitoring of student achievement will continue according to the District's Increased Achievement Plan written by Superintendent Dr. Uplinger.

In 2022, PSSA/Keystone showed significant evidence that the District exceeded the standard for PA Academic Growth.

In 2022, Drums Elementary outperformed the district in ELA for proficient and advanced students.

8.8% of the all student group exceeded the statewide average.
5.9% of ELs exceeded the statewide average.

The all student group met or exceeded the statewide goal (82.0)

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

According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the ELA PSSA.

According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the Math PSSA.

In 2022, other elementary/middle schools did not meet the Science proficiency or advanced State-Wide averages.

Graduation Rate (Students with disabilities)

Graduation Rate (ELs)

Attendance (Students with disabilities)

All Student Group Did Not Meet Interim Goal/Improvement Target
- Proficient or Advanced on Pennsylvania State Assessments

Strengths

Statewide Growth Standard (70.0) ELs met or exceeded the interim target for growth (86.0)

Students with disabilities: This group met or exceeded the statewide goal (70.0)

In the Economically Disadvantaged EL student group grades K-12, 23.2% of students met or exceeded the state-wide average of 22.5% for growth and attainment on the 2022 WIDA ACCESS assessment.

In 2022, PSSA/Keystone showed significant evidence that the District exceeded the standard for PA Academic Growth.

In 2022, Drums Elementary outperformed the district in Math for proficient and advanced students.

In 2022, grade 4 in Science met the standard for PA Academic Growth.

In 2022, grade 8 in Science showed moderate evidence that the school exceeded the standard for PA Academic Growth.

In 2022, Drums grade 4 and Valley grade 8 outperformed the district in Science for proficient and advanced students.

Mathematics/Algebra PVAAS Growth The all student group met or exceeded the interim target for growth (78.0) Statewide Growth

Challenges

(Science/Biology)

In the Economically Disadvantaged student group, (grades 3-8), 29.3% of the students achieved Proficiency in English/Language Arts

Mathematics is a challenge across the entire District. In 2021, grade 5 in Math at FEMS (CSI) showed 0% of students scoring proficient or advanced and 6% of the students (grades 3-8), scored proficient/advanced.

Graduation rate and attendance for ELL and Special Education students is a challenge. Students with disabilities at HAHS (ATSI) have an attendance rate that is 55.8%, approximately 30% below the state average (85.8%). ELs have an attendance rate that is 60.3% approximately 34.8% below the state average (85.8%).

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

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

In 2022, Special Education grade 4 showed significant evidence that the District did not meet the standard for PA Academic Growth.

Special Education grade 4 showed significant evidence that the

Strengths

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%).

Provide frequent, timely, and systematic feedback and support on instructional practices

98.4% of all students exceeded the statewide performance standard.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

The additional supplemental support provided to students through the Interventionist program has been instrumental in increasing academic achievement and closing the learning gap.

The Newcomer Center initiative will mainstream English language learners in becoming acclimated with our school's environment by focusing on the development of social emotional knowledge, skills, behaviors, and providing a foundation for learning needed for success in school.

Challenges

District did not meet the standard for PA Academic Growth.

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

In 2021, FEMS (CSI) scored 27.3% proficient/advanced in ELA. In 2019, FEMS scored 50% proficient/advanced in ELA.

5.1% of the all-student group at MMEMS (ATSI) scored proficient or advanced on the Mathematics/Algebra state assessments.

The EL subgroup demonstrated a 1.4% proficiency in Mathematics at MKEMS (ATSI) in 2022. The economically disadvantaged subgroup demonstrated 48.5% regular attendance at MKEMS in 2022.

The all-student group did not meet the interim goal/improvement target in Mathematics/Algebra with 5.9% proficient or advanced as compared to the state average of 35.7% at WHEMS (ATSI).

The students with disabilities group did not meet the statewide average of 15.2% advanced in ELA at WHEMS (ATSI).

Addressing the needs of our ELL students has been difficult due to the large number of students transferring into the District.

Challenges

Addressing the needs of our special education students has been difficult due to the large number of students transferring into the District.

Addressing the needs of all of our students has been difficult due to the lack of appropriate funding from State and Federal sources.

Most Notable Observations/Patterns

The District is committed to providing high rigor and high relevance to all students within our borders. 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

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.

Discussion Point

A newcomer center has been opened to assist students socially, emotionally, and academically.

Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
English Language Growth and Attainment: All student groups did not meet Interim Goal/Improvement Target		
According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the ELA PSSA.		
According to the 2022 Future Ready Index, all student groups did not meet the interim goal/improvement target on the Math PSSA.	Improvement of math scores districtwide is a focus. A new math series for K-8 was implemented in 2023.	✓
Attendance (Students with disabilities)		
In the Economically Disadvantaged student group, (grades 3-8), 29.3% of the students achieved Proficiency in English/Language Arts	Continued support from the Interventionists will assist in closing the achievement gap.	✓
Mathematics is a challenge across the entire District. In 2021, grade 5 in Math at FEMS (CSI) showed 0% of students scoring proficient or advanced and 6% of the students (grades 3-8), scored proficient/advanced.		
Graduation rate and attendance for ELL and Special Education students is a challenge. Students with disabilities at HAHS (ATSI) have an attendance rate that is 55.8%, approximately 30% below the state average (85.8%). ELs have an attendance rate that is 60.3% approximately 34.8% below the state average (85.8%).	Positive attendance incentive initiatives will be incorporated beginning in 2023.	✓

Challenges**Discussion Point****Priority for Planning**

In 2022, Special Education grade 4 showed significant evidence that the District did not meet the standard for PA Academic Growth.

ADDENDUM B: ACTION PLAN

Action Plan: ELD Curriculum: Structured Literacy Instruction- English Language Growth

Action Steps		Anticipated Start/Completion Date	
Literacy Instruction support in a student's native language. Literacy support for ELD students and their families.		09/05/2023 - 06/30/2026	
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, and professional development.		yes	yes

Action Plan: Tiered Interventions

Action Steps		Anticipated Start/Completion Date	
Teachers and interventionists will provide targeted, tiered, systematic, and explicit instruction/intervention and supplemental support based on students' ELA assessment results to increase achievement.		09/05/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Administrators, teachers, and interventionists will meet to discuss assessment results and progress three times a year.		Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students in grades 3-8 scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data.	
Material/Resources/Supports Needed		PD Step	Comm Step
Supplemental instructional materials, leveled readers, STAR, Imagine Learning, Freckle, Lalilo, CDT, Study Island		yes	no

Action Plan: Schoolwide Positive Behavior and Attendance Incentive

Action Steps		Anticipated Start/Completion Date	
Implement a positive behavior/attendance program at the high school to increase students' behavior/attendance.		09/05/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Administrators and teachers will monitor the attendance rate monthly throughout the school year and modify plans accordingly to increase attendance.		By the June 2026, the attendance rate of ELL and Special Education high school students will increase from 55.8% to 86%, as measured by the Future Ready Index. Through a positive attendance incentive program, we will aim to close the attendance gap and reach the state average of 85.8%, therefore increasing the graduation rate for the identified student groups.	
Material/Resources/Supports Needed		PD Step	Comm Step
Positive Behavior/Attendance incentives		no	no

Action Plan: Universal Screening in Math with Explicit Systematic Instruction

Action Steps		Anticipated Start/Completion Date	
After a universal screening, explicit systematic targeted interventions and educational initiatives will be implemented and progress monitored to increase math achievement.		09/05/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Administrators and teachers will review assessment results 3 times a year and modify instructional plans according to assessment data results.		Through targeted interventions and educational initiatives, there will be an overall increase of 15% of K-6 students scoring at or above the STAR Math proficiency benchmark by June 30, 2026, as compared to the baseline data gathered from the STAR benchmark assessment results.	
Material/Resources/Supports Needed		PD Step	Comm Step
STAR assessment, Freckle, Imagine Math Facts, Simple Solutions, math manipulatives.		yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2026, 50% of HASD schools will meet or exceed the SY2025-2026 the Future Ready statewide average of English language growth and attainment on the WIDA ACCESS (English Language Growth)	ELD Curriculum: Structured Literacy Instruction- English Language Growth	Literacy Instruction support in a student's native language. Literacy support for ELD students and their families.	09/05/2023 - 06/30/2026
Through targeted tiered interventions, personalized learning plans, and ongoing progress monitoring, the percentage of economically disadvantaged students in grades 3-8 scoring below proficiency on the PSSA (ELA) will decrease by 20% by 2026 as compared to the baseline data. (Economically Disadvantaged)	Tiered Interventions	Teachers and interventionists will provide targeted, tiered, systematic, and explicit instruction/intervention and supplemental support based on students' ELA assessment results to increase achievement.	09/05/2023 - 06/30/2026
Through targeted interventions and educational initiatives, there will be an	Universal	After a universal	09/05/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
increase of 15% of K-6 students scoring at or above the STAR Math proficiency benchmark by June 30, 2026, as compared to the baseline data gathered from the STAR benchmark assessment results. (Math)	Screening in Math with Explicit Systematic Instruction	screening, explicit systematic targeted interventions and educational initiatives will be implemented and progress monitored to increase math achievement.	- 06/30/2026



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Instruction Programs and Strategies	K - 12 Teachers	Using data and resources to provide differentiated instruction. STAR Assessment, Classroom Diagnostic Tools, Quill, Nearpod, Study Island, Freckle, Imagine Learning, Great Writing, LAS Link, preLAS, Writing without tears, Simple Solutions, McGraw Hill resources, National Geographic

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student data results from local and state assessments	09/05/2023 - 06/30/2026	Administrators and Teachers

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

Language and Literacy Acquisition for All Students

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

Professional Development Step**Audience****Topics of Prof. Dev**

Tiered Support to provide Differentiated Instruction

K-6 teachers

Setting up a Differentiated Instruction model in the classroom to provide tiered supplemental instruction for ELA utilizing the Structured Literacy Framework.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observations by administrators	09/05/2023 - 06/30/2023	Administration, principals, and assistant principals in each building will monitor the implementation. IU representatives will provide in PD to teachers.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Structured Literacy
2b: Establishing a Culture for Learning	
1e: Designing Coherent Instruction	
2e: Organizing Physical Space	
2c: Managing Classroom Procedures	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Universal Assessment Interpretation	K-12 teachers	Professional development will be provided on the following programs utilized for assessments, progress monitoring, and instructional practices. (This list is not exhaustive.) STAR, Freckle, Imagine Math Facts, Nearpod, Simple Solutions, and Reveal Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased Math assessment results as determined by local and state assessments.	09/05/2023 - 06/30/2026	Professional development personnel from the various companies will provide the services.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4b: Maintaining Accurate Records	Teaching Diverse Learners in Inclusive Settings
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2026, 50% of HASD schools will meet or exceed the SY2025-2026 the Future Ready statewide average of English language growth and attainment on the WIDA ACCESS (English Language Growth)	ELD Curriculum: Structured Literacy Instruction-English Language Growth	Literacy Instruction support in a student's native language. Literacy support for ELD students and their families.	2023-09-05 - 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Class Tag	Administration, Faculty, Staff, Parents, and Students	Training use of Class Tag; Implementation of Class Tag

Anticipated Timeframe	Frequency	Delivery Method
09/01/2024 - 06/30/2026	at least weekly	Email

Lead Person/Position

Technology director

Communication Step

Speak with Me

Audience

Parents, teachers, bilingual
paraprofessionals

Topics/Message of Communication

English class for Spanish speaking parents

Anticipated Timeframe

09/01/2024 - 06/30/2026

Frequency

Weekly for 10 weeks

Delivery Method

Presentation

Lead Person/Position

ELD Supervisor

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The District Comprehensive Plan will be uploaded and showcased on the HASD website with links on each Administrator's webpage to assist community members in finding the plan.	To inform parents, students, and community members of the established goals, engage all stakeholders, and support the educational goals and priorities of the comprehensive plan.	Individual school websites and the district website will display links to the HASD Comprehensive Plan. The link to the plan will also be sent to all stakeholders via various social media and messaging platforms.	The audience is comprised of HASD students, parents, community members, faculty, staff, and other educational stakeholders.	This will occur yearly beginning in 2024 and ending in June 2026.
