

**Hazleton Area HS**

ATSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Hazleton Area High School		118403302
<b>Address 1</b>		
1623 West 23rd Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Hazle Township	PA	18202
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Brian Uplinger		uplingerb@hasdk12.org
<b>Principal Name</b>		
Anthony Conston		
<b>Principal Email</b>		
constona@hasdk12.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-459-3221		85505
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Deanna Mennig		dmennig@liu18.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lori Herman	Director of HACC	Hazleton Area Career Center	hermanl@hasdk12.org
Marie Ernst	Principal of HAAS	Academy of Sciences Building	ernstm@hasdk12.org
Tony Conston	Principal	Hazleton Area High School	constona@hasdk12.org
Ann Conflitti	Other	Hazleton Area High School	conflittia@hasdk12.org
Rosella Matsago	English Department/Teacher	Hazleton Area High School	matsagor@hasdk12.org
Crystal Smith	English Department/Teacher	Hazleton Area Career Center	smithc@hasdk12.org
Tricia Marnell	Other	Hazleton Area	marnellt@hasdk12.org
Jeff Weed	District Level Leaders	Hazleton Area High School	weedj@hasdk12.org
Angela Moore	English Language Development Department/Chairperson	Hazleton Area High School	moorea@hasdk12.org
Kim Baronio	Other	Hazleton Area High School	baroniok@hasdk12.org
Brian Jacobs	Math Department/Teacher	Hazleton Area Academy of Sciences	jacobsb@hasdk12.org
Kelly Sandrock	Teacher	Hazleton Area High School	sandrockk@hasdk12.org
Hiddekel Olivio	Parent	Hazleton Area High School	hiddelekelolivo29@gmail.com
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Yisse Cruz Ortiz	Community Member	Hazleton Area High School	yisse2014@gmail.com
Maria Fuchick	Paraprofessional	Hazleton Area High School	fuchickm@hasdk12.org
James Hearne	Principal	Hazleton Area Arts & Humanities	hearnej@hasdk12.org
Lindsey Wagner	District Level Leaders	Central Administration	wagnerl@hasdk12.org
Olivia Stemko	Student	Hazleton Area High School	stemkoo@hasdk12.org

## **Vision for Learning**

### **Vision for Learning**

Hazleton Area High School ensures that every English Learner (EL) and students with disabilities, as well as all students, will have access to enriched educational programming and services allowing for higher achievement, improved attendance, and academic growth through best practices utilizing a least restrictive environment model.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature PVAAS Growth	ELA The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 5.31. The growth index for ELs is 5.32.
Mathematics/Algebra PVAAS Growth	Math The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 7.46. The growth index for ELs is 6.7.
Career Standards Benchmark	Career 99.2% of all students exceeded the statewide performance standard. 97.1% of students with disabilities exceeded the statewide performance standard. 98.9% of ELs met or exceeded the interim target. Hispanic Students (both EL and non-EL) and Economically Disadvantaged students were above PA State Goals.
Proficient/Advanced in Literature	All students improved from 8.9% to 53.5%

### Challenges

Indicator	Comments/Notable Observations
English Growth and Attainment	All students declined from 9.2% to 3.5%. This is well below the state average 22.2%
Post-secondary Education	The state average is 78.2%. All student population declined from 60.7% to 55.4%. EL population declined

	from 43.2% to 33.2%.
Attendance (All Students)	All students have an attendance rate that declined from 65.6% to 45.9% . This is well below the state average (82.2%).
Graduation Rate (All Students)	All Students have an graduation rate that declined from 81.7% to 75.4% . This is below the state average (86.7%).

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

### Strengths

<b>Indicator</b> Mathematics/Algebra PVAAS Growth <b>ESSA Student Subgroups</b> English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> ELs met or exceeded the statewide goal. The growth index for ELs is 6.7.
<b>Indicator</b> English Language Arts/Literature PVAAS Growth <b>ESSA Student Subgroups</b> English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> ELs met or exceeded the statewide goal for growth. Students with disabilities has a growth index for all students is 5.31. The growth index for ELs is 5.32.
<b>Indicator</b> Career Standards <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 97.1% of students with disabilities exceeded the statewide performance standard. 98.9% of ELs met or exceeded the interim target. Hispanic Students (both EL and non-EL) and Economically Disadvantaged students were above PA State Goals.

### Challenges

<b>Indicator</b> Attendance (Students with disabilities) <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities have an attendance rate that declined from 55.8% to 45.3% . This is well below the state average (82.2%).
<b>Indicator</b> Attendance (ELs)	<b>Comments/Notable Observations</b> ELs have an attendance rate that declined from 60.3% to 26.9%. This is well below the state average

<b>ESSA Student Subgroups</b> English Learners	(82.2%).
<b>Indicator</b> Attendance (Students with disabilities) <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities have an attendance rate that declined from 55.8% to 45.3% . This is well below the state average (82.2%).
<b>Indicator</b> Attendance (ELs) <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> ELs have an attendance rate that declined from 60.3% to 26.9% . This is well below the state average (82.2%).
<b>Indicator</b> Graduation Rate (ELs) <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> ELs have a graduation rate that declined from 71.3% to 52.0% . This is below the state average (86.7%).
<b>Indicator</b> Graduation Rate (Students with Disabilities) <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities have an graduation rate that declined from 71.4% to 62.6% . This is below the state average (86.7%).

## 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 all student group and ELs met or exceeded the statewide goal. The growth index for all students is 5.31. The growth index for ELs is 5.32.
The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 7.46. The growth index for ELs is 6.7.
99.2% of all students exceeded the statewide performance standard. 97.1% of students with disabilities exceeded the statewide performance standard. 98.9% of ELs met or exceeded the interim target. Hispanic Students (both EL and non-EL) and Economically Disadvantaged students were above PA State Goals.
All students improved from 8.9% to 53.5% ELs increased from 1.7% to 14.2%.

## 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 have an attendance rate that declined from 55.8% to 45.3% . This is well below the state average (82.2%).
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ELs have an attendance rate that declined from 60.3% to 26.9% . This is well below the state average (82.2%).
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All students have an attendance rate that declined from 65.6% to 45.9% . This is well below the state average (82.2%).
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Study Island	Benchmarking and regular formative assessment
CDT	Regular Benchmarking and formative assessment

### English Language Arts Summary

#### Strengths

ELA All student groups met or exceeded the interim target for growth and showed improvement from the prior year on Keystone Exams 100 percent academic growth Study Island - regular formative assessment
Economically disadvantaged students improved from 89% in the 21/22 to 100% 22/23 in future ready
EL students maintained 100% from the previous two academic years
Students with IEPs improved from 70% in the 21/22 school year to 80% for 22/23

#### Challenges

The decline in attendance from last year to this year directly affected performance across the spectrum while also preventing us from giving the formative assessments.
Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students • Professional development • Lack of curriculum • Lack of transportation
Students in the economically disadvantaged subgroup - 21/22 45.2% for earning proficient or advanced. Dropped to 40.8% in the 22/23 school year
All student sub group dropped from 53.5% tp 50.2%

### Mathematics

Data	Comments/Notable Observations
CDT Growth	Benchmarking and regular formative assessment
Study Island	Benchmarking and regular formative assessment

## Mathematics Summary

### Strengths

Math - regular formative assessments allowed us the opportunity to measure students growth throughout the year.
CDT - All students and ELs met or exceed growth on the Algebra CDT

### Challenges

Due to attendance issues, there was an inability to assess all students.
Economically disadvantaged students 21/22 18.8% to 11%
All student 21/22 33.3% 22/23 15.1%

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island	Benchmarking and regular formative assessment
CDT	Students are assessed three times a year to be identified for remediation

## Science, Technology, and Engineering Education Summary

### Strengths

100% of ELs met or exceeded the interim target growth.
100% of all students exceeded the statewide performance standard growth.
100% of Students with disabilities met or exceeded the interim target growth.
All student groups maintained 100% growth on future ready

### Challenges

The decline in attendance from last year to this year directly affected performance across the spectrum - 45.9 to 39.7.
Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students • Professional development • Lack of curriculum • Lack of transportation



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Percent Career Standards Benchmark 100%	Statewide Average 89.6%
Five-Year Cohort - All Student Group Percent Graduation 5-Year Cohort - 80.9%	Fell slightly over the last year. State wide average 89.7

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Percent Scoring Competent or Advanced on NOCTI/NIMS 17.3%	Industry-Based Learning - Percent Industry-Based Learning 15.9 % of all students scored advanced or competent. 91.1% scored competent or advanced on NOCTI/NIMS of the students who attend the career and tech. school.

### 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.

All students career standards benchmark score is 100% which exceeds the state average of 89.6%
The percentage of Els in the four year cohort is higher - 52% to 54.9%
Students w/ Disabilities went from 24.6% to 42.5% scoring advanced or proficient on NOCTI/NIMS

### 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.

The percentage of English Learners within the Industry-Based Category dropped in performance 24% to 18.7%
The percentage of Hispanic students within the 4-Year Cohort number is 64.7 which is lower compared to the previous year 64.9.
The all-student group did not meet the state-wide average of 87% percent for the 4-year cohort.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
High School Graduation Rate (Future Ready Index)	Statewide average- 87% / HAHS (ELs) - 54.9%
English Language Growth and Attainment (Future Ready Index)	Statewide Average - 29% / HAHS -5.4%
Regular Attendance	Statewide Average - 73.9% / HAHS - 34.6%

### Students with Disabilities

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

Data	Comments/Notable Observations
High School Graduation Rate (Future Ready Index)	Statewide Average - 86.7% / HAHS - 62.6%
Attendance (Future Ready Index)	Statewide Average-73.9 / HAHS - 39.7% Students with disabilities- 33.5%

### 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.

English learners are meeting or exceeding growth measures in ELA/Literature
English learners are meeting or exceeding growth measures in Math/Keystone Algebra.
Students with disabilities met the goal for career standards benchmark: 100% growth
EL students exceeded the goal for career standards benchmark: 100% growth

### 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.

Attendance across all subgroups has decreased compared to the previous year
Graduation rate across all subgroups has decreased compared to the previous year

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### 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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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Utilizing a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
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### 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?

In terms of transportation of students to and from school, partner with local authorities to ensure students get to school in a timely and safe manner
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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.
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Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.
--

Implement evidence-based strategies to engage families to support learning
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## 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
99.2% of all students exceeded the statewide performance standard. 97.1% of students with disabilities exceeded the statewide performance standard. 98.9% of ELs met or exceeded the interim target. Hispanic Students (both EL and non-EL) and Economically Disadvantaged students were above PA State Goals.	True
The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 5.31. The growth index for ELs is 5.32.	True
The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 7.46. The growth index for ELs is 6.7.	True
ELA All student groups met or exceeded the interim target for growth and showed improvement from the prior year on Keystone Exams 100 percent academic growth Study Island - regular formative assessment	True
All students improved from 8.9% to 53.5% ELs increased from 1.7% to 14.2%.	False
Math - regular formative assessments allowed us the opportunity to measure students growth throughout the year.	False
The percentage of ELs in the four year cohort is higher - 52% to 54.9%	False
100% of all students exceeded the statewide performance standard growth.	False
100% of ELs met or exceeded the interim target growth.	False
100% of Students with disabilities met or exceeded the interim target growth.	False
Students w/ Disabilities went from 24.6% to 42.5% scoring advanced or proficient on NOCTI/NIMS	True
Students with disabilities met the goal for career standards benchmark: 100% growth	False
EL students exceeded the goal for career standards benchmark: 100% growth	False
Economically disadvantaged students improved from 89% in the 21/22 to 100% 22/23 in future ready	True
EL students maintained 100% from the previous two academic years	False
Students with IEPs improved from 70% in the 21/22 school year to 80% for 22/23	True
English learners are meeting or exceeding growth measures in ELA/Literature	False
English learners are meeting or exceeding growth measures in Math/Keystone Algebra.	False
CDT - All students and ELs met or exceed growth on the Algebra CDT	False
Using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-	True

based	
Utilizing a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
All students career standards benchmark score is 100% which exceeds the state average of 89.6%	False
All student groups maintained 100% growth on future ready	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
All students have an attendance rate that declined from 65.6% to 45.9% . This is well below the state average (82.2%).	False
Students with disabilities have an attendance rate that declined from 55.8% to 45.3% . This is well below the state average (82.2%).	True
ELs have an attendance rate that declined from 60.3% to 26.9% . This is well below the state average (82.2%).	True
Due to attendance issues, there was an inability to assess all students.	True
Economically disadvantaged students 21/22 18.8% to 11%	False
The decline in attendance from last year to this year directly affected performance across the spectrum while also preventing us from giving the formative assessments.	True
The all-student group did not meet the state-wide average of 87% percent for the 4-year cohort.	False
Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students •Professional development •Lack of curriculum Lack of transportation	True
Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.	True
Implement evidence-based strategies to engage families to support learning	True
The percentage of Hispanic students within the 4-Year Cohort number is 64.7 which is lower compared to the previous year 64.9.	False
The decline in attendance from last year to this year directly affected performance across the spectrum - 45.9 to 39.7.	False
Attendance across all subgroups has decreased compared to the previous year	True

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.	False
The percentage of English Learners within the Industry-Based Category dropped in performance 24% to 18.7%	False
Graduation rate across all subgroups has decreased compared to the previous year	True
Students in the economically disadvantaged subgroup - 21/22 45.2% for earning proficient or advanced. Dropped to 40.8% in the 22/23 school year	False
All student sub group dropped from 53.5% tp 50.2%	False
Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students •Professional development •Lack of curriculum Lack of transportation	False
All student 21/22 33.3% 22/23 15.1%	False
In terms of transportation of students to and from school, partner with local authorities to ensure students get to school in a timely and safe manner	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.

The precipitous decline in attendance has hindered progress in many programs and initiatives across the district. If we can remedy this trend then we can make headway in our academic goals.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities have an attendance rate that declined from 55.8% to 45.3% . This is well below the state average (82.2%).	Our plan will try to build trust and create a positive environment for students in the school	True
ELs have an attendance rate that declined from 60.3% to 26.9% . This is well below the state average (82.2%).	By creating an attendance incentive program we are identifying and attempting to correct a major concern. Most of our approaches thus far have been punitive and it is not working.	True
Due to attendance issues, there was an inability to assess all students.		False
Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.	We plan on hiring more permanent building subs so teachers can plan effectively and collaborate	True
Implement evidence-based strategies to engage families to support learning		False
The decline in attendance from last year to this year directly affected performance across the spectrum while also preventing us from giving the formative assessments.		False
Environmental Factors • Poverty • Family Concerns/Issues • Transiency • No alternative paths to graduation • Mental Health/Drug and Alcohol • Limited self-advocacy skills • Overcrowding and large class sizes • Lack of empathy from staff and students • Professional development •Lack of curriculum Lack of transportation		False
Attendance across all subgroups has decreased compared to the previous year		False
Graduation rate across all subgroups has decreased compared to the previous year		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA All student groups met or exceeded the interim target for growth and showed improvement	Our results show that students who

from the prior year on Keystone Exams 100 percent academic growth Study Island - regular formative assessment	attend regularly and a re engaged learn and grow.
99.2% of all students exceeded the statewide performance standard. 97.1% of students with disabilities exceeded the statewide performance standard. 98.9% of ELs met or exceeded the interim target. Hispanic Students (both EL and non-EL) and Economically Disadvantaged students were above PA State Goals.	
The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 5.31. The growth index for ELs is 5.32.	
The all student group and ELs met or exceeded the statewide goal. The growth index for all students is 7.46. The growth index for ELs is 6.7.	Once again our growth measures a reassuring but we need to be proactive in encouraging students to attend and engage
Students w/ Disabilities went from 24.6% to 42.5% scoring advanced or proficient on NOCTI/NIMS	
Using systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Utilizing a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Economically disadvantaged students improved from 89% in the 21/22 to 100% 22/23 in future ready	
Students with IEPs improved from 70% in the 21/22 school year to 80% for 22/23	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Identify the root cause based upon mentoring and student conversations.
	Create an incentive program designed to address attendance in targeted groups.
	Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.



## Goal Setting

**Priority: Identify the root cause based upon mentoring and student conversations.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Establish a working group of students, teachers and parents that identify root causes of frequent absenteeism and determine corrective action			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance Team			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Identify rate of absenteeism	Increase attendance by 5%	Increase by 2.5%	Increase by 2.5%

<b>Outcome Category</b>			
Other			
<b>Measurable Goal Statement (Smart Goal)</b>			
<b>Measurable Goal Nickname (35 Character Max)</b>			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>

**Priority: Create an incentive program designed to address attendance in targeted groups.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase EL, students with disabilities, and overall attendance by 5% focusing on student daily attendance with consecutive absences of 5 or more days.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance Monitoring			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Identify rate of absenteeism	Increase attendance by 5%	Increase attendance by 2.5%	Increase attendance by 2.5%

**Priority: Use collaborative and authentic professional development to ensure staff has a clear understanding of and compliance with state regulations.**

<b>Outcome Category</b>			
Essential Practices 4: Foster Quality Professional Learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
100% of staff will receive professional development regarding progress monitoring forms, identifying students' grades, conferencing with transitional and exited ELs, mentoring			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Professional Development Training			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Identify teachers with greatest EL population	Train and support teachers with large El populations	Train and support teachers with large El populations	Train and support teachers with large El populations

## Action Plan

### Measurable Goals

Attendance Team	Professional Development Training
	Attendance Monitoring

### Action Plan For: Attendance Improvement Program

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Establish a working group of students, teachers and parents that identify root causes of frequent absenteeism and determine corrective action</li> </ul>

Action Step		Anticipated Start/Completion Date	
Professional Development		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
James Hearne/Assistant principal	Department chair support/ Attendance Officer Data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased Attendance	Each 7 day period we record perfect attendance/Every thirty day attendance

## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Attendance Improvement Program	Professional Development

### Attendance: the factor in student success

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>		
<b>Audience</b>		
100% of the high school staff		
<b>Topics to be Included</b>		
Incentive Plan Attendance monitoring Importance of Attendance in student success		
<b>Evidence of Learning</b>		
Attendance rate in response to incentive program		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant principal Attendance officers	2024-09-07	2025-06-07

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	We meet weekly to review data and announce incentive plan winners
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Anthony Conston, Jr.	2024-06-07
<b>School Improvement Facilitator Signature</b>	<b>Date</b>